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ABSTRACT

The manual presents a curriculum designed for use with emotionally disturbed adolescents. The curriculum is designed to help students learn skills needed to behave in a socially competent manner and to provide teachers with a systematic approach to their instruction. The curriculum consists of four units (self control, problem solving, communication, and behavioral interactions). Each unit is further broken down into 18 skill units and activity lessons designed to accompany the skill units. The unit on social problem solving is seen to be at the core of the curriculum, with self control a necessary prelude. Communication and behavioral interaction units are viewed as ancillary aspects of social problem solving. Skill lessons follow a specified format, with information on objectives, introductory guidelines for the teacher, a review of the previous lesson, a discussion of new ideas and skills, opportunities for practicing the new skill with feedback and using the teacher or other students as models. Summary and assignment information concludes each skill unit. The first 14 skill lessons of each unit are followed by activities designed to provide extra practice in a new setting. Among appended information are sample parent newsletters and guidelines for staff development. (CL)

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A RESOURCE MANUAL FOR THE DEVELOPMENT AND EVALUATION OF SPECIAL PROGRAMS FOR EXCEPTIONAL STUDENTS

VOLUME V-C:

Affective Curriculum for Secondary Emotionally Handicapped Students

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal opportunity employer

EC 160809

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INTRODUCTION

The Model Affective Resource Curriculum Project (MARC) was set up by Orange County Public Schools and funded through the State of Florida to develop an affective curriculum for use with emotionally disturbed adolescents. This volume, **Affective Curriculum for Secondary Emotionally Handicapped Students,** is the result of three years of effort by the MARC Project. The Affective Curriculum is designed to help emotionally disturbed adolescents learn some of the skills they need to behave in a socially competent manner. The curriculum consists of four units: Self-Control, Problem Solving, Communication, and Behavioral Interactions. Each unit consists of eighteen Skill Lessons. These skill lessons emphasize the mastery and practice of a variety of skills. In the Self-Control and Problem Solving units the skills are primarily cognitive: the student is taught the cognitive skills needed to control his behavior and to solve interpersonal problems. In the Communication and Behavioral Interaction units the skills are more behavioral: the students are taught how to verbalize in a social interaction and how to use verbal and nonverbal behaviors to shape the behaviors of others.

In addition to the eighteen Skill Lessons, the first fourteen lessons of each unit are followed by Activity Lessons. These lessons vary greatly in format and content and are used to supplement the Skill Lessons in an effort to provide motivation, to maintain interest, and to reinforce the skills taught in the Skill Lesson. While there is no strict rule, it is recommended that each unit be taught over a nine week period, two Skill Lessons per week and two Activities a week. Activities can be taught either immediately following the skill lesson or, more likely, on the following day. Skill Lessons will generally run from 35 to 45 minutes, while the activities will usually run a little longer. The videotapes are from the "On the Level Series" and they are commercially available from the Agency for Instructional Television at Box A, Bloomington, Indiana 47402. In Florida, public school districts can obtain copies of the "On the Level" videotapes from the Department of Education. Working through their media contact person,counties should contact the Division of Intructional Television and Radio in Tallahassee on procedures for obtaining videotapes.

The Affective Curriculum developed by the MARC Project gives teachers a systematic way of providing students with direct instruction in the affective area. Social interactions and interpersonal problems are touched by feelings, values, and emotions. When cognitive processes and behaviors are employed in social interactions, they are a part of the affective process. The disturbed adolescent lacks some of the skills needed for socially competent behavior. He will not learn these skills by chance. These skills must be taught in a systematic and direct manner with a carefully planned instructional program. Adolescence is a difficult time for all students. For the disturbed student it is even more difficult.

ADOLESCENCE

Adolescence is a time of change. The child's passage into adulthood is signaled by physical and psychological changes. These changes are often accompanied by stress and crisis as the emerging adult attempts to find his place as an independent member of society. For the emotionally disturbed adolescent, this time of life can be especially troublesome. Many emotionally disturbed adolescents lack the knowledge and skills needed for satisfying social interactions. This puts them at a great disadvantage because adolescent development is nothing if not interpersonal. The social interactions which take place at adolescence provide individuals with a mirror by which they come to understand who they are and where they fit into society. Without a successful series of such interactions, the adolescent comes to think of himself as socially incompetent and his social dealings become fraught with stress and anxiety. The sense of incompetence and helplessness which plagues the disturbed adolescent are not feelings that are conducive to the successful resolution of the adolescent stage of development.

AFFECTIVE EDUCATION

The teacher of the emotionally disturbed adolescent must help students cope with the emotional and behavioral problems which lead to special class placement and which are now aggravated by the "normal" problems of adolescence. In taking on this task the teacher will be addressing affective areas which have been largely ignored in the past. For too long our efforts have been focused on achieving academic parity for our students (Morse, 1982) and on gaining control over their behavior. We have neglected to teach students the skills they will need to compete in the social and emotional arena in which so much of life occurs. The Affective Curriculum developed by the MARC Project is an attempt to provide students with a set of planned instructional activities designed to enhance social competence. This goal is not easily accomplished and there is no presumption here that this curriculum is anything but a single step toward achieving that goal. In affective education, especially with the emotionally disturbed student, the major determinate of success must be, ultimately, the teacher-student relationship. It is only through this relationship that the student can learn to trust others and come to see himself as an accepted and therefore an acceptable person. Through the teacher's sincere efforts to help and instruct, the student gets some measure of the extent to which he is valued and begins to develop a foundation on which to build a positive self-concept. The teacher-student relationship is the basis for a mutual respect which paves the way for the student to learn a set of values and social behaviors modeled on those of the teacher. There is no substitute for this relationship. There is no substitute for a competent, caring teacher.

While there is no substitute for the teacher-student relationship, there is also no substitute for a planned instructional program when teaching new skills. The curriculum described here presents a set of instructional actvities which are useful to the development of social competence. For the teacher, this type of curriculum makes explicit much that has been taken for granted and this explicitness keeps in the forefront of the teacher's plans the need to make a conscious effort to address specific affective areas. For the student, this curriculum provides direct and systematic instruction in areas which have long been considered important but which have never been openly stated or taught. The disturbed adolescent is marked a failure because he has not abided by the rules of the game, but no one has ever told him exactly what the rules are or how to play. The Affective Curriculum makes at least some of these rules clear.

The Affective Curriculum assumes that many of the problems encountered by emotionally disturbed students exist because the students lack a particular set of skills. Clearly, there are some students for whom this is not true. Some students lack the motivation to put existing skills to use in a socially accepted manner. Other students have problems which are primarily ecological in nature and not specifically related to the lack of a particular skill. For these students the Curriculum, with its emphasis on the development of skills, may not be appropriate. For most students, however, the skills needed for social and emotional development have not been learned. These students are not socially competent. These are the students who " . . . chronically and markedly respond to the environment in socially unacceptable and/or personally unsatisfying ways . . . " (Kaufman, 1977, P. 23) because they have not learned how to respond appropriately or they have learned to respond inappropriately. This student's inadequate performance is the result of his lack of competence.

SOCIAL COMPETENCE

Social competence depends on three variables: the way the social situation is perceived, the cognitive skills that are used in the situation, and the behavioral repertoire possessed. The meaning and beliefs a person has about himself and the world, act as a filter through which the social environment is viewed. The way in which social situations are viewed will affect the behavior that is used. Situaitons which are perceived as friendly or nonthreatening will result in positive thoughts and confident actions. Threatening situations will result in anxiety and uncertain behavior. If a person believes he is incapable of negotiating a situation successfully, he will choose to use different behaviors than if he feels confident of success. The perception of social situations, then, is an important aspect of socially competent behavior.

Cognitive skills are also important because the possession of such skills is a prerequisite to the resolution of interpersonal problems. Interpersonal problem solving skills, for example, enable one to come up with a number of solutions to a problem. The person who is unskilled at such problem solving will not be able to generate alternative solutions. This person will cope with all problems using the same kind of solution. His ability to act competently is severley limited. The possession of cognitive skills does not insure socially competent behavior (because the student may not be motivated to use the skills) but it is a necessary prerequisite.

Finally, how a person behaves in a social situation will be limited by the behaviors that the individual has in his behavioral reperetoire. If a behavior has not been learned or practiced or used before, then it is not likely to occur in a problem situation. If a behavior is to become a part of an individual's behavioral repertoire, then it requires practice in a variety of settings. The confidence that is needed to use a behavior in a stressful situation comes only with practice.

The Affective Curriculum materials focus on developing the cognitive and behavioral skills needed for social competence. Interpersonal problem solving skills form the core of the curriculum and the START procedure for self-control is based on cognitive self-instructions. Overt behaviors are taught and repeatedly practiced throughout the curriculum. Cognitions and behaviors are modeled to give students a pattern on which to base their own thoughts and behaviors. Practice is essential to give students the feeling of confidence they will need to use these skills in real situations.

The Affective Curriculum materials do not directly attempt to change students' perceptions of themselves or the social environment. However, as students master the cognitive and behavioral skills being taught, the teacher should make a concerted effort to reinforce the idea that the student is becoming more competetent and better able to deal with interpersonal situations. By making this point confidence increases and performance is improved. The MARC materials focus on skill acquisition, but the impact of self-concept, feelings, values, and motivation should not be ignored. By integrating all these aspects of social interaction with the skills being taught in the MARC materials, the teacher is more likely to foster socially competent behavior.

CURRICULUM CONTENT

In content, the curriculum covers the areas of self-control, interpersonal problem solving, communications, and behavioral interactions. At the core of the curriculum is the social problem solving section. This type of curriculum has been used with promising results by a number of researchers (Elias, 1978; Allen, Chinsky, Larcen, Lochman, & Selinger, 1976) and holds out the possibility that mastery of the skills will enable students to solve interpersonal problems as they occur in a variety of settings. While the problem solving unit is an integral part of the curriculum, the self-control unit is a necessary prelude to it. For the emotionally disturbed student self-control is preliminary to any attempt at problem solving. The self-instruction method used in the Affective Curriculum is a modification of techniques which have been successfully taught to emotionally disturbed students (Camp & Bash, 1980; Meichenbaum & Goodman, 1971). By teaching self-control first, students are given a fair chance to succeed in their problem solving efforts.

The units on communication and behavioral interactions are ancillary to the problem solving unit. Solutions to interpersonal problems invariably involve communicating with others. The student must have the communications skills needed to implement solutions to interpersonal problems or these solutions will fail. The Behavioral Interactions unit teaches students how to learn appropriate values and behaviors for social situations by encouraging them to identify appropriate role models. Further, this unit teaches students the importance of reinforcement principles and the skills needed to apply these principles. The positive benefits of teaching these kinds of skills have been documented (Rosenberg & Graubard, 1975). For the Affective Curriculum these skills are seen as a way to strengthen the probability that students will develop and be able to implement appropriate, effective solutions.

USING THE AFFECTIVE CURRICULUM

SKILL LESSONS

The skill lessons all follow the same basic format. The lesson opens with a statement of the Objective. This is followed by an Introduction which provides the teachers with information concerning the purpose of the lesson. In beginning each lesson, the first step the teacher takes is to Review the Assignment from the previous session. This is followed by a Review of the Previous Lesson in which the major points of that lesson are summarized. The instructional part of each skill lesson begins with the Discussion session. The points to be covered are outlined here for the teacher to use in leading the classroom discussion. The next aspect of each lesson is the Model and Practice. Students are presented with successful models of the skills being taught in the lesson and then they are given a chance to practice those skills. The teacher gives feedback on student performance to insure that the students have mastered the skills. The lesson is brought to a conclusion in the Summary where the major point of the lessons are restated. Finally, the teacher gives students their Assignment. Following the first 14 lessons of each unit is an Activity Lesson. The Activity has the same objective as the skill lesson and should be used to supplement the lesson, to provide motivation and practice, and to maintain student interest. While the Activity can be used immediately following the lesson, it is probably best used on the following day, so that continuity is provided between lessons. While there is no need to follow any particular order when presenting the Units to student, the sequence going from Self-Control, to Problem Solving to Communication to Behavioral Interactions is probably most logical. No more than one Unit should be taught at any one time so that student interest remains focused. Finally, within each unit the lessons must be presented in order because the material is sequential. A detailed description of each section of the lessons follows.

SKILL LESSON FORMAT

A. Objective

The objective for each lesson is stated at the beginning of that lesson. Preceding each unit is a complete listing, by lesson, of the objectives for that unit. These objectives are designed to reflect an emphasis on the specific outcomes of instruction. That is, the objectives specify what will be learned in each lesson and do not attempt to describe the more generalized goals of instruction such as improved self-control, better interpersonal relationships, etc. By directing objectives to the specific content of each lesson, it is hoped that instruction will be more focused and the purpose of that instruction more fully realized.

B. Introduction

The Introduction section of the lessons is an introduction addressed to the teacher. This section describes the basic purpose of the lesson and suggests major points to be emphasized. The Introduction provides a context within which a lesson or group of lessons can be more completely understood. This understanding will facilitate the instructional process and will enable the teacher to present each lesson as an integral part of a unified whole.

C. Review Assignment

In presenting each lesson to the class the first step will be to review the assignment from the previous session. This should take no more than five minutes and generally consists of having students describe the results of their observations, social interactions, etc. as prescribed in the assignment. The purpose of beginning each lesson with this section is to strengthen the idea that the assignments are important and to give the teacher the opportunity to reinforce students for practicing newly learned skills in settings other than the special classroom. The teacher can also use this time to mention alternatives to the behaviors and ideas used by the students. This should be done only to suggest that there are a great variety of responses to any one situation and there is no need for prolonged exploration of these alternatives at this time.

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D. Review Previous Lesson

After going over the homework assignments, the teacher should review the major points covered in the previous lesson. To make this process easier, these points are outlined in this section. This review should not be time consuming or overly detailed. The point is to bring to the forefront of the students' thinking the ideas that were bing discussed last and to establish continuity with the previous work. The form of the review may vary from a simple statement of the major points, to a listing of these points on the blackboard, to a presentation of the ideas using an overhead or posters. Whatever the specific method of review, the major points of the previous lesson should be quickly established.

E. Discussion

The Discussion section of the session presents the student with new ideas and skills to be learned and represents the instructional aspect of the lesson. The points to be covered in the lesson are set down in this section in outline form. The teacher is to lead a discussion which emphasizes these points. The teacher should NOT attempt to use the Discussion section word for word. Every teacher has a style of teahing with which they feel comfortable. Every class or group of students responds to instruction in different ways. It would be a serious mistake for a teacher to attempt to lead a discussion by reading the Discussion section verbatim. It is important that the ideas presented are learned by the student, but the specific wording and ordering of the discussion will vary from teacher to teacher and from class to class.

This means of course, that the teacher must be thoroughly familiar with the materials that will be presented. In many cases, the Discussion section includes examples of interpersonal problem situations. These are designed to give the teacher some idea of what type of example should be used. These examples are NOT meant to be used as is. Teachers should use examples from their own lives. Students will find such examples more plausible and will learn how other people are beset by problems and learn to cope with them. It is important that the teacher review the Discussion section before attempting to instruct the class. The ideas must be presented in a clear, concise manner. While the discussion can be profitably allowed to veer from the main topics of the lesson, it is important that the teacher attempt to relate all aspects of the discussion to the major aspects of the unit under consideration. In all cases, the teacher should conclude the Discussion section by summarizing the major points of discussion. Depending on the teacher, the class, and the material presented, the Discussion can last anywhere from five to fifteen minutes. The use of visual materials, posters, cartoons, etc. is highly recommended.

F. Model and Practice

The Model and Practice section represents the most important part of each lesson. It is at this time that students are presented with a model of a particular skill, given a chance to practice that skill, and given feedback on their performance. Generally, the teacher will act as the model. If there are other students, or respected peers than can act as the model they can be used, but they must be able to model the skill in question accurately. The purpose of modeling is to demonstrate for students the correct way to act so they have a pattern on which to base their behavior. In general, three types of behavior will be modeled. In the preliminary lessons of each unit much of what is being taught is not behavior per se, but rather information about that behavior (i.e., the steps in the problem-solving process?") and then have that question answered correctly by the individual acting as the model. Though this catechismic exercise is mechanical and seemingly superificial, it is important. The information being taught represents knowledge that most students have learned indirectly through the process of socialization. While they may not be able to verbalize this knowledge, their socially competent behavior indicates that they have internalized the rules represented by this information and act accordingly. For the emotionally distrubed student who has not acquired this information through the indirect process of socialization, a more direct, systematic effort is needed. He must be taught first, what the rules are and second, how to implement those rules. Providing the student with a model of the information being taught insures that he has the knowledge he needs to act competently.

A second type of behavior that will be modeled are those behaviors which constitute a verbalization of thoughts. The self-control unit teaches a process for maintaining self-control in which the student tells himself what to do in times of stress. These self-instructions are an integral part of self-control for the emotionally disturbed student and teachers must make some attempt to teach students how to use these prompts. Ideally, we would watch students in stressful situations and monitor their thoughts and verbalizations. Because it is very difficult to safely set up such situations and because we cannot in any case monitor student cognitions, we must give them practice in using these self-instructions in some other manner. The model we present begins with a description of some problem situtation. (There are many examples of problems situations. These are meant to be used as guidelines. Teachers should use examples from their own lives for the model. For student practice, describe problems situations that are drawn from student examples). Then the model verbalizes his thoughts as he attempts to cope with the problem. This gives the students an idea of what they should say to themselves in problem situations. We then provide students with an opportunity to practice this type of self-instruction by describing a problem situation and having the students verbalize what they would say to themselves in that situation: "I'm feeling angry now. I should remind myself to stop before I do anything foolish. STOP. Now I should tell myself to calm down. Okay, self, calm down." This type of model and practice is essential and students should be given an opportunity to practice these behaviors until they are performed correctly and the student begins to feel comfortable with them. With practice, these cognitions will become automatic.

The third type of model and practice situation used is that of a specific overt behavior needed in social interactions. Here we are concerned with the behavior itself rather than with the thoughts which precede or accompany that behavior. At this point in the unit the students should know **what** to do, but they need repeated practice to learn **how** to do it. In the Communication Unit, for example, the student is taught that one aspect of listening is to maintain eye contact. Having mastered this information, the student must then master the behavior. Thus, a model is presented showing what it means to maintain eye contact while listening to another. The student is then given the chance to practice maintaining eye contact while listening to someone. This represents a vital part of the students' affective education. The opportunity to practice socially important behaviors is the only way to enlarge the behavioral repertoire of each student. If this repertoire does not include behaviors which are appropriate to solving interpersonal problems, such problems will not be satisfactorily resolved. It is important to note here that the model and practice situation can be simple or elaborate, real or simulated. Role play situations in the classroom are the easiest to set up and can be repeated at will. These classroom role plays are especially useful to insure the initial acquisition of skills by the students. More realistic and elaborate model and practice situations can be developed and are probably useful in later lessons when the students have acquired the basic skills. The ability to practice in real life settings can help the student generalize the use of his newly learned skills to settings outside of the special class. It is important, however, that the practice provided to students in realistic settings is closely monitored. The purpose is to teach not defeat. In each of the units, the last four skill lessons are designed to give the student an opportunity to practice the skills they have learned in settings outside of the special class. By providing this practice, it is hoped that the students will have success in using his skills beyond the classroom.

Teachers should provide feedback to keep the student apprised of his performance when he has practiced a skill. If the practice conforms to the model, the student should be reinforced using all of the tools of reinforcement common to special education classes. When the performance does not approximate the model, the correct aspects should be reinforced, while the incorrect aspects are indentified for the student. At that point a correct model should again be presented and the student should be given another opportunity to practice. This should continue until the student has mastered the skills being taught. It is important that each skill be mastered before moving a student to the next lesson. Each lesson represents a small step to be mastered, but the steps are comulative and by the end of the unit the student will be expected to perform a complex set of behaviors, based on complete body of information.

Modeling, practice, and giving feedback are an integral part of each lesson. But affective education is a complex process, and it would be simplistic to ignore the larger role of the teacher in relation to these practices. The model the teacher provides during a lesson is fine for instructional purposes, but it is the model that the teacher provides with every word, action, and nuance of speech and behavior that acts as the strongest influence on what the student will learn. It is not enough, for example, to tell students that they should use the problem solving procedure to solve interpersonal problems. The teacher must make a conscious effort to solve classroom problems using this procedure. When the teacher uses the skills taught by the curriculum, in all aspects of school life, the students will be presented with a model which cannot be ignored and whose sincerity cannot be questioned because the teacher is putting into practice the ideas that are being preached.

In addition to the teacher's day long status as a model of the skills and ideas being taught, so too should the opportunity for practice and feedback be used whenever these opportunities arise. A prompt or reminder will help students remember that they are learning a new way to behave and will give them a chance to practice their new skills. The more practice they are given in such situations, the more likely it becomes that they will learn to use the skills when needed. When the student does attempt to use the skills in such impromptu situations, the teacher can take advantage of the opportunity to reinforce the attempt. Affective education cannot take place in isolation. This curriculum isolates the skills to be taught and specifies particular activities and procedures that should be followed. This is done to provide the student with the direct and systematic instruction that will form the basis for his affective education and for the development of some sense of social competence. But unless the teacher incorporates all of these ideas and skills into a full-time, comprehensive effort, the student will never acquire and use the skills he needs.

G. Summary

After all students have had a chance to practice the skills of the lesson, the teacher should summarize the main points of the lesson. This summary should be brief and need not extend beyond a statement of the major ideas presented. The point here is to draw the lesson to a close by neatly reiterating the major points. At the end of each lesson, all students should have a very clear idea of what it is that they have learned.

H. Assignment

Each lesson ends with an assignment in which the students are given a chance to put to use some of the skills or information which has been discussed in the lesson. The assignments are simple and require no great preparation or work. The purpose of the assignment is threefold: 1. to keep alive in the students' thoughts the ideas presented in the lesson; 2. to give the student a chance to apply these ideas outside of the school setting; 3. to emphasize the importance attached to what is being taught. By giving the students an assignment and by faithfully reviewing these assignments, the teacher keeps the importance of the skills being taught at a high level and insures that the student will be given a chance to apply those skills beyond the special class setting. If we want students to learn new skills and apply them to diverse settings, we must remind them to use those skills in those new settings. We must also make clear the importance we attach to these skills. Homework assignments, however perfunctory, make this point.

ACTIVITY LESSONS

The first fourteen Skill Lessons of each unit are followed by an Activity. The Activity Lesson always has the same objective as the Skill Lesson and is designed to provide extra practice in the use of the skill in a setting which differs from the Skill Lesson. While the Skill Lessons all follow a very structured format, the Activities vary greatly in both content and format. Many of the Activities are planned as games to make them more interesting and motivating. In doing the Activities, the emphasis should be on making the experience enjoyable and nonthreatening. Remember, the idea is to give practice and to provide interest and motivation. Anything you as a teacher can do to make the Activities more relevant and appealing to your class would be beneficial. Students should be encouraged to make posters, do projects, and join in activities that give them practice at a skill and exposure to the ideas presented in the Skill Lessons.

While the Activities can be used immediately following a Skill Lesson, they are probably best used at some other time. Save the Activity for later in the day or for the following day. This will get students thinking about the skills being taught and will provide continuity between Skill Lessons. If the Activity is enjoyable students will be interested enough to continue with the lessons and motivated to try out their newly learned skills in settings beyond the classroom.

MATERIAL, TIME OF LESSONS, RELATED ACTIVITIES

The box at the beginning of each lesson contains information about the materials needed for the lesson, the time required to complete the lesson, and other activities in the curriculum related to the lesson. The materials listed include any worksheets, videotapes, or other specially prepared materials which will be used in the lesson and the activity. As described earlier, videotapes which accompany the Problem Solving Unit can be obtained commercially or, in Florida, through the Department of Education's Division of Instructional Television and Radio.

For each lesson and activity, there is an estimated time of completion listed. These estimates are given as a guide and are not meant as a rule. The actual time will vary according to teachers and students. It is recommended, however, that each lesson be completed within a 45 minute period. Activities and extra modeling and practice can follow at other times.

A number of activities are related to lessons in addition to the lessons for which they were developed. For example, Lesson 9 of Problem Solving deals with anticipating consequences. The activity for this lesson is geared to having students consider the effect of various situations. In the Self-Control Unit, Lesson 9 deals with a similar topic. When teaching Lesson 9 of Self-Control, then, you may want to use Problem Solving Activity #9. These related activities are listed by lesson number in the box preceding each lesson using the following code: SC = self-control, PS = problem-solving, C = communication, BI = behavioral interactions.

PARENT NEWSLETTERS

The Parent Newsletters included in the Affective Curriculum are designed to make parents aware of what the curriculum is attempting. There are ten newsletters and they describe in broad terms many of the ideas covered by the curriculum. The first newsletter introduces parents to the curriculum and the last newsletter provides a summary of ideas. Two newsletters are devoted to each of the four units covered by the curriculum. It is suggested that newsletters be sent out once a month to keep parents aware of, and interested in, the work being undertaken in the classroom. The newsletters can be reproduced as is or adapted to individual needs. In either case a page should be added containing information relevent to particular classrooms.

STAFF DEVELOPMENT OUTLINE

The Staff Development Outline contains ideas and procedures for conducting staff development with teachers unfamiliar with the materials developed by the MARC Project. A central assumption of this outline is that the successful implementation of the Affective Curriculum is possible only if teachers understand some of the concepts underlying lessons. The Staff Development Outline includes masters that can be used to make overhead transparencies for presenting materials to teachers. The success of staff development presentations will depend on mastery of the Affective Curriculum before any presentation and on adapting the Staff Development Outline to a given school district.

IEP's

The Affective Curriculum is well-suited to IEP development. The Curriculum has four clearly enunciated goals which can serve as annual goals on the IEP. In addition, the objections needed to achieve each goal are spelled out by lesson. These lessons objectives should not be used as short term objectives. It is probably wiser to summarize a number of these objectives into one short term objective, so that for each goal there are four or five short term objectives. In delineating a specific implementation plan by which the objectives and goals will be achieved, the lesson objectives can serve as a guide, perhaps in the form of a checklist.

In measuring performance for IEP's two points should be kept in mind. First, changes in behavior as a result of instruction in the Affective Curriculum, can be measured as before: baseline data of behavior must be taken and used as a benchmark against which future behavior is judged. Thus, changes in self-control are measured by recording the frequency of impulsive behavior before instruction and then after instruction.

Second, changes as a result of instruction can be measured using a variety of teacher made tests. Students can be quizzed to see if they know the steps in the self-control (START) and problem-solving procedures. Role play situations can be observed to see if students can use communication skills they have been taught. Such tests will give a measure of what the student has learned. Measures of behavior change will give an indication of whether or not the student is using the information and skills he has learned.

CONCLUSION

The Affective Curriculum developed by the MARC Project was designed to provide teachers and students with the materials needed to implement a systematic program of affective education. It assumes that many satisfying social interactions and that through instruction and practice these skills can be learned. At the core of the curriculum is the unit which teaches interpersonal problem solving skills. The unit on self-control prefaces the problem solving material becuase the problem solving skills cannot be implemented if the student is not in control of his behavior. Finally, the units on communication and behavioral interactions teach skills that strengthen the probability that students will choose successful solutions to problems and will then implement these solutions effectively.

The success of the curriculum is dependent not only on the effective presentation of the materials but more importantly on the teacher-student relationship. This relationship is central to any affective learning and makes it the teacher's responsibility to address the affective areas covered by this curriculum not only during a set period of instructional time but also throughout the day by providing students with a model on which they can pattern their behavior. The direct instruction provided in the curriculum lessons is a necessary part of the affective educational process for the disturbed adolescent, but it is not sufficient to bring about any long lasting changes.

For too long the affective education of our students has been a random, haphazard process. We must make a systematic attempt to teach skills that are needed for successful social and emotional development. This Affective Curriculum is such an attempt.

MARC Project Curriculum Objectives

GOALS

1.0 the student will develop the skills needed to manage and direct his or her own behavior.

2.0 the student will develop the skills needed for resolving interpersonal problems in a manner which is acceptable to all participants.

3.0 the student will develop the skills needed to communicate with others in a manner which is both effective and acceptable to those involved.

4.0 the student will develop the skill needed to create more positive interactions with others through the use of reinforcement and modeling.

OBJECTIVES

SELF-CONTROL

1.1 the student will define self-control.
1.2 the student will give an example of self-control.

1.3 the student will give a reason for exercising self-control.

1.4 the student will describe feelings that may lead to a loss of self-control.

1.5 the student will describe the relationship between strong feelings and self-control.

1.6 the student will identify strong feelings in others and will use the same means of identification to note strong feelings in himself.

1.7 the student will identify and use in class the first step of the START procedure, telling himself STOP when he feels that he may be losing control over his behavior.

1.8 the student will identify and use in class the second step of the START procedure, TELL YOURSELF CALM DOWN.

1.9 the student will identify and use in class the third step of the START procedure: "ASK: what's going on?"

1.10 the student will identify and use in class the third step of the START procedure: "ASK: what will happen next?"

1.11 the student will identify and use in class the third step of the START procedure: "ASK: is this what I want to happen?"

1.12 the student will identify and use in class the fourth step of the START procedure: RELAX.

1.13 the student will identify and use in class the last step in the START procedure: TELL YOURSELF SOLVE THE PROBLEM.

1.14 the student will demonstrate the use of self-control when confronted by an authority figure in a structured situation where both student and authority figure know what is going to happen.

1.15 the student will demonstrate the use of self-control when confronted by an authority figure with an unpleasant situation, the details of which the student does not know in advance.

1.16 the student will demonstrate the use of self-control when confronted with a difficult situation in school.

PROBLEM SOLVING

21. the student will define problem solving.

2.2 the student will list several reasons for using problem solving.

2.3 the student will identify and describe the seven steps in the problem solving procedure.

2.4 the student will describe and use in class the first step in the problem solving procedure: identify the problem.

2.5 the student will identify and use in class the second step in the problem solving procedure, choosing a desirable outcome.

2.6 the student will identify and use in class the third step in the problem solving process, generating alternative solutions.

2.7 the student will identify and use in class the fourth step in problem solving, anticipating consequences.

2.8 the student will identify and use in class the fifth step in problem solving, choosing the best solution.

2.9 the student will identify the use in class the sixth step in the problem solving process, making a plan to implement the solution.

2.10 the student will identify and use in class the seventh step in problem solving, evaluating the plan.

2.11 the student will use the problem solving procedure to develop and implement a solution to the problem of trying to join in a group activity.

2.12 the student will use the problem solving procedure to devlop and implement a solution which requires an assertive response.

2.13 the student will use the problem solving procedure to solve the problem of being teased by others.

2.14 the student will use the problem solving procedure to solve the problem of being wrongfully accused of misbehavior.

COMMUNICATION

3.1 the student will define communication.

3.2 the student will differentiate between expressive and receptive communication.

3.3 the student will differentiate between verbal and non-verbal communication.

3.4 the student will determine the content of what he should say in a given situation.

3.5 the student will organize the message he wishes to convey into a beginning, a middle, and an end.

3.6 the student will describe and use in class elements of an effective speaking voice.

3.7 the student will describe and use in class non-verbal behaviors which aid expressive communication.

3.8 the student will describe and use in class several verbal responses to be used when listening to another person.

3.9 the student will describe and use in class several non-verbal responses for effective listening.

3.10 the student will identify and use in class the following listening skills:

a. ask questions when appropriate;
b. rephrase what is being said;
c. show interest in what is being said using eye contact, facial expressions, nodding the head and saying "I see," "mm hmmm," etc.

3.11 the student will identify five steps to be used for engaging in a conversation:

  a. begin with pleasantries;
  b. introduce the main topic;
  c. listen to the other person;
  d. respond to the other person;
  e. end the conversation;

3.12 the student will identify and use in class the five step procedure for engaging in conversation.

3.13 the student will use in class the five step process for engaging in conversation while making a request.

3.14 the student will use the communication skills he has learned in this unit while engaging in a mock job interview.

3.15 the student will use his communication skills in a real job interview.

3.16 the student will use his communication skills in a structured meeting with a teacher to get across a specific information.

3.17 the student will use his communication skills in a situation which, in the past, has causaed the student difficulty communicating.

BEHAVIORAL INTERACTIONS

4.1 the student will design and implement a nine week plan to change one of his behaviors.

4.2 the student will describe the relationship between how others feel about us and how they behave with us.

4.3 the student will define behavior.

4.4 the student will describe how behavior is learned through reinforcement and modeling.

4.5 the student will describe modeling as a means of learning new ways to behave by imitating the behavior of another.

4.6 the student will identify models whose values and behavior are appropriate to the school setting.

4.7 the student will identify models as a source of feelings, values, and expectations on which to base behavior.

4.8 the student will describe reinforcement as a method of learning a behavior by strengthening that behavior with positive feedback.

4.9 the student will differentiate between verbal and non-verbal reinforcement.

4.10 the student will give examples of verbal reinforcement.

4.11 the student will identify and use in class several non-verbal reinforcers.

4.12 the student will explain why verbal and non-verbal messages must be the same.

4.13 the student will demonstrate in class both congruent and incongruent uses of verbal and non-verbal behaviors.

4.14 the student will describe how to decrease a behavior by withholding reinforcement.

4.15 the student will demonstrate ignoring behaviors in class.

4.16 the student will describe ways of dealing with annoying behaviors which cannot be decreased by ignoring.

4.17 the student will describe how to count the frequency of a behavior.

4.18 the student will count the frequency of a behavior and record it on a chart.

4.19 the student will describe the elements of a plan to change behavior.

4.20 the student will develop and implement a plan to increase a behavior.

4.21 the student will develop and implement a plan to decrease a behavior by withholding reinforcement.

4.22 the student will develop and implement a plan to decrease a behavior that cannot be ignored.

Self-Control

Introduction

For the emotionally handicapped adolescent, situations which cause stress are not uncommon. All too often this stress leads to impulsive behaviors which make the situation even worse. If emotionally handicapped students are to learn to deal effectively with their environment, they must learn to deal with stress. They must learn to control their behavior in stressful situations so that they can make decisions about how they will act.

The Self-Control Unit teaches a method of self-control based on verbal self-instructions. The student is taught a series of statements (START) which tell him what to do in situations where he might lose self-control. The first lessons in the unit are designed to get the student to become aware of such situations. If the student does not understand that certain feelings and physiological changes indicate stress (and therefore a possible problem), he will not know when to use the self-control model. The student must be made aware that certain feelings can lead to impulsive behaviors.

When the student is able to recognize situations which might lead to impulsive behavior, he is ready to use the self-control model. The first step in the START procedure is to have the student say **Stop.** This instruction reminds the student to refrain from acting and gives him a chance to assess what is going on. With the second statement the student **Tells himself to calm down** so that he can consider the situation clearly. With the third instruction the student **Asks some questions:** what is happening? what will happen if I lose control? is this what I want to happen? With this last question the student exercises control over his behavior by making a decision. He may choose to go ahead and act or he may choose to get further control over his behavior. If he wants to get control over his behavior, his fourth statement to himself is to **Relax** so that he can begin to use some relaxation techniques. Finally, the student is brought to the fifth instruction which is to **Tell himself to solve the problem.**

When first teaching this START model of self-control, the student should make all of the statements to himself aloud and the statements should be modeled for the student verbally by the teacher. Eventually the student should be taught to make these self-statements quietly to himself so that they become covert instructions which are an automatic response to stressful situations.

To become an automatic response to stressful situations, this procedure must be practiced repeatedly over along period of time. It is not enough to teach the procedure only during the instructional periods of the nine week unit. To be successful the student must be given ample opportunities to practice the procedure until he feels comfortable using it, first in the classroom and then in real life settings. Further, because the teacher plays such an important role as a model in the classroom, it is important that the teacher use the procedure in the classroom when appropriate.

Self-Control cannot be taught quickly or easily. The student must know what to do. The student must have the skills to do it. The student must have confidence to use his knowledge and skills. He can develop the knowledge, the skills, and some of the confidence through instruction and practice. But the student must also be motivated to use the self-control skills when needed. In providing motivation there is no substitute for a competent, caring teacher whose classroom is a satisfying place for students. The lessons which follow teach a procedure which may be considered a necessary prerequisite for self-control, but this procedure is not sufficient to insure self-control. The motivation which is needed to use the skills must become a part of the students' thought process if self-control is to be achieved in practice. Problems in social interaction must trigger not impulsive actions, but rather cognitions which tell the student to stop and think. Self-control is a prelude to problem solving. It is only with practice and guidance that students will respond to interpersonal problems as events to be solved and not as threats to be avoided, denied, or attacked.

SELF-CONTROL OBJECTIVES

GOAL the student will develop the skills needed to manage and direct his or her own behavior.

LESSON OBJECTIVES

1. the student will define self-control.
the student will give an example of self-control.
the student will give a reason for exercising self-control.

2. the student will describe feelings that may lead to a loss of self-control.

3. the student will describe the relationship between strong feelings and self-control.

4. the student will identify strong feelings in others and will use the same means of identification to note strong feelings in himself.

5. the student will tell himself STOP when he has identified strong feelings which could lead to a loss of self-control.

6. the student will identify and use in class the first step in the START procedure, saying STOP.

7. the student will identify and use in class the second step of the START procedure: TELL YOURSELF CALM DOWN.

8. the student will identify and use in class the third step of the START procedure: ASK: what's going on?

9. the student will identify and use in class the third step of the START procedure: ASK: what will happen next?

10. the student will identify and use in class the third step of the START procedure: ASK: is this what I want to happen?

11. the student will identify and use in class the fourth step of the START procedure, RELAX.

12. the student will identify and use in class the fourth step of the START procedure, RELAX.

13. the student will identify the last step of the START procedure: TELL YOURSELF SOLVE THE PROBLEM.

14. the student will identify and use in class the last step in the START procedure: TELL YOURSELF SOLVE THE PROBLEM.

15. the student will demonstrate the use of self-control when confronted by an authority figure in a structured situation where both student and authority figure know what is going to happen.

16. the student will demonstrate the use of self-control when confronted by an authority figure with an unpleasant situation, the details of which the student does not know in advance.

17. the student will demonstrate the use of self-control when confronted with a difficult situation in school.

18. the student will demonstrate the use of self-control when confronted with a difficult situation in school.

Lesson 1

Materials Needed: 1. copy of worksheet SC 1 and SC 2 for each student.
2. chalkboard and chalk or poster and marker.

Time Required:
Lesson 30 mins.
Activity 40 mins.

Related Activities

A. Objective

1. the student will give a definition of self-control.
2. the student will give an example of self-control.
3. the student will give a reason for exercising self-control.

B. Introduction

1. this lesson is designed to introduce basic concepts of self-control.
   a. self-control is the ability to manage one's own behavior even when under stress.
   b. self-control is desirable because it gives us responsibility over our actions and because its use can help us avoid getting into trouble.
   c. self-control is most needed when we are under the stress of strong emotions such as anger and fear.
   d. self-control is something which we can learn, but it takes practice to make it work.

C. Review Assignment

1. no assignment.

D. Review Previous Lesson

1. no previous lesson.

E. Discussion

1. self-control is the ability to manage your behavior even when you are under stress.
   a. "to manage your behavior" means that you make a decision about what your are going to do before you do it; you think before you act.
   b. "under stress" means that you are experiencing some strong feelings; you are afraid or angry or embarrassed, etc.
2. self-control is desirable because:
   a. when we exercise self-control we are making sure that our actions are actions that we want to take and not just reactions to someone or something.
   b. it will help us avoid doing something which will just cause unwanted trouble.
3. we are usually in control of our actions.
   a. we make small decisions all through the day and we act on these decisions: we walk to the store, we eat, we get a drink of water when we decide that is what we want.
4. we can lose control of our actions when we are under the stress of strong feelings such as anger and fear.
   a. if we get very angry at someone we may not be able to think about what we want to do, we may just strike out.
   b. strong emotions change the way we usually feel and make it difficult to think; the strong feeling blocks the ability to think and decide.

5. we can learn to think clearly even when we are under the stress of strong emotions.
    a. **we can learn to calm down and make decisions about our actions by carefully reminding ourselves to calm down.**
    b. **we can learn self-control but it takes a certain amount of practice to make it work.**

F. **Model and Practice**

1. Model
    a. what is self-control? Self-control is the ability to manage or control your own behavior even when you are under stress.
2. Practice
    a. ask students either as a group or individually to respond to the question: What is self-control?
    b. provide feedback on the responses until all students give a response which is close, in content, to the model.
3. Model
    a. what is an example of self-control? Give your own personal example which should include a description of an incident, a reference to a strong feeling, a decision to calm down and solve the incident, and a peaceful resolution, (i.e., "I was walking to class and a student ran by and knocked my books out of my hands. I got very angry and felt like yelling at him. I thought that was stupid so I decided to calm down and think of something else. I decided just to forget about it since it really wasn't any big deal. Then I went to class and it never bothered me again.")
4. Practice
    a. ask each student to give an example of self-control.
    b. provide feedback to each student to elicit from their examples a description of: the situation, the feeling, the decision to calm down or lack of it, and the outcome.
5. Model
    a. why is self-control needed? Because it gives us responsibility over our actions and it can help stop us from doing something which would cause unwanted trouble.
6. Practice
    a. ask each student to respond to the question: "Why is self-control needed?
    b. give feedback to each student so that his answer includes the notion that self-control is useful because it can help keep us out of trouble.

G. Summary

1. self-control is the ability to manage our behavior even when under stress.
2. self-control is most needed when we feel strong emotions like anger and fear.
3. self-control is useful because it can help us get control over our actions and that can help us stay out of trouble.
4. self-control can be learned with practice.

H. Assignment

1. make a list of five times when you needed self-control.

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ACTIVITY

A. Discussion

1. self-control is the ability to control our behavior by thinking about what we are going to do before we do it.
2. sometimes it is difficult to use self-control. If we get very angry, we may act without thinking.
3. we also might lose self-control when we choose to do something that we have promised ourselves we would not do. If we decide to stop smoking, and then have a cigarette, we have had a hard time controlling our behavior.
4. in trying to understand what self-control is, it is useful to consider some of the things which help us maintain self-control and some of the things which do not help.
5. during the lesson make the point that one major aid to maintaining self-control, is talking to ourselves and telling ourselves exactly how we should behave.

B. Procedure

1. give students a copy of worksheet SC 1 and have them answer the questions on their own, on a piece of paper.
2. make a list on the board of those strategies which would help students control their behavior.
3. make a list of strategies which would not help in controlling behavior.
4. using the strategies listed, have students develop a plan for controlling a particular aspect of their own behavior. Use worksheet SC 2.
5. make arrangements to implement the plans.

Lesson 2

Materials Needed: 1. copy of worksheet SC 3 for each student.
Materials Needed: 2. chalkboard and chalk or poster and marker.

Time Required:
Lesson 30 mins.
Activity 20 mins.

Related Activities:
C1, BI, 2, BI 8

A. Objective

1. the student will describe feelings which may lead to a loss of self-control.

B. Introduction

1. self-control is especially important in times of stress because great stress can interfere with our thinking.

2. the feelings which lead to a loss of self-control may come suddenly or gradually, but they can build to a point where rational thought becomes difficult.

3. an appreciation and awareness of the existence of these strong feelings is essential to self-control.

   a. if the student does not appreciate the consequences of strong emotions or if he is unaware of their existence, he will be unable and/or unwilling to begin a process of control.

      i. an appreciation of the consequences of uncontrolled feelings can lead to a willingness to control these feelings.

      ii. an awareness that strong emotional feelings are present is the first step towards self-control.

C. Review Assignment

1. have students relate incidents where they needed self-control.

2. provide feedback which makes the point that in every instance the need for self-control is related to some strong emotional feeling such as fear, anger, frustration, etc.

D. Review Previous Lesson

1. self-control is the ability to manage your own behavior even when under stress.

2. self-control is most needed when under the stress of strong emotions.

3. self-control is useful because it insures that our actions are of our own choice and because it can help keep us out of trouble.

E. Discussion

1. to exercise self-control we first must know when we are in danger of losing control.

   a. we lose self-control when we act without thinking or deciding.

   b. we may act without thinking when our emotions or feelings get so strong that they interfere with our thoughts.

   c. if we want to exercise self-control we have to be aware of when we are experiencing strong feelings; if we are unaware of such feelings we will be unable to control either our feelings or our actions.

- d. there are several indications of feelings which may lead to a loss of self-control.
    - i. faster heartbeat than usual.
    - ii. tightening of all muscles.
    - iii. faster breathing than usual.
- e. some of the feelings that might get so strong that they lead to a loss of self-control are:
    - i. anger.
    - ii. fear.
    - iii. embarassment.
    - iv. frustration.
    - v. hatred.

F. Model and Practice

1. Model
    - a. what can lead to a loss of self-control? Strong feelings which interfere with our thinking.
2. Practice
    - a. have students respond to the question: "What can lead to a loss of self-control?
    - b. give feedback until answers reflect the model.

3. Model
    - a. how can you tell when you might be losing self-control? You might feel your heart beating faster. Your muscles may be tightening up. You would be feeling something very strongly like anger, etc.
4. Practice
    - a. have students respond the question: "How can you tell when you might be losing self-control?"
    - b. give feedback till answers reflect model and include reference to a strong feeling.
5. Model
    - a. The feelings you have are all different. I can tell when I'm getting angry because when I get angry (act out as you describe) my breathing gets deeper, my teeth get clenched, my arms and fists get tight and I get a mean look on my face. When I'm scared my breathing gets faster, my hands get sweaty and I get a sick feeling in my stomach. When I get embarassed my blood rushes to my face.
6. Practice
    - a. have students act out feelings of anger, fear, embarassment, frustration, etc. by changing facial expressions, breathing patterns, arm and hand movements.
    - b. give feedback noting similarities of feelings.

G. Summary

1. the first step in exercising self-control is recognizing that we are experiencing some strong feeling that can lead to a loss of self-control.
2. we can recognize such feelings by changes in our heartbeat and breathing patterns, muscle tightness, facial expressions, etc.

H. Assignment

1. make a list of all the times you experience strong feelings in one day.

ACTIVITY

A. Discussion

1. we all have feelings which affect the way we act.
2. some of our feelings lead to actions which have positive consequences while other feelings lead to actions which have negative consequences.
3. when we have feelings which may lead to negative consequences, we should exercise self-control so we can choose a behavior which will result in a positive consequence.

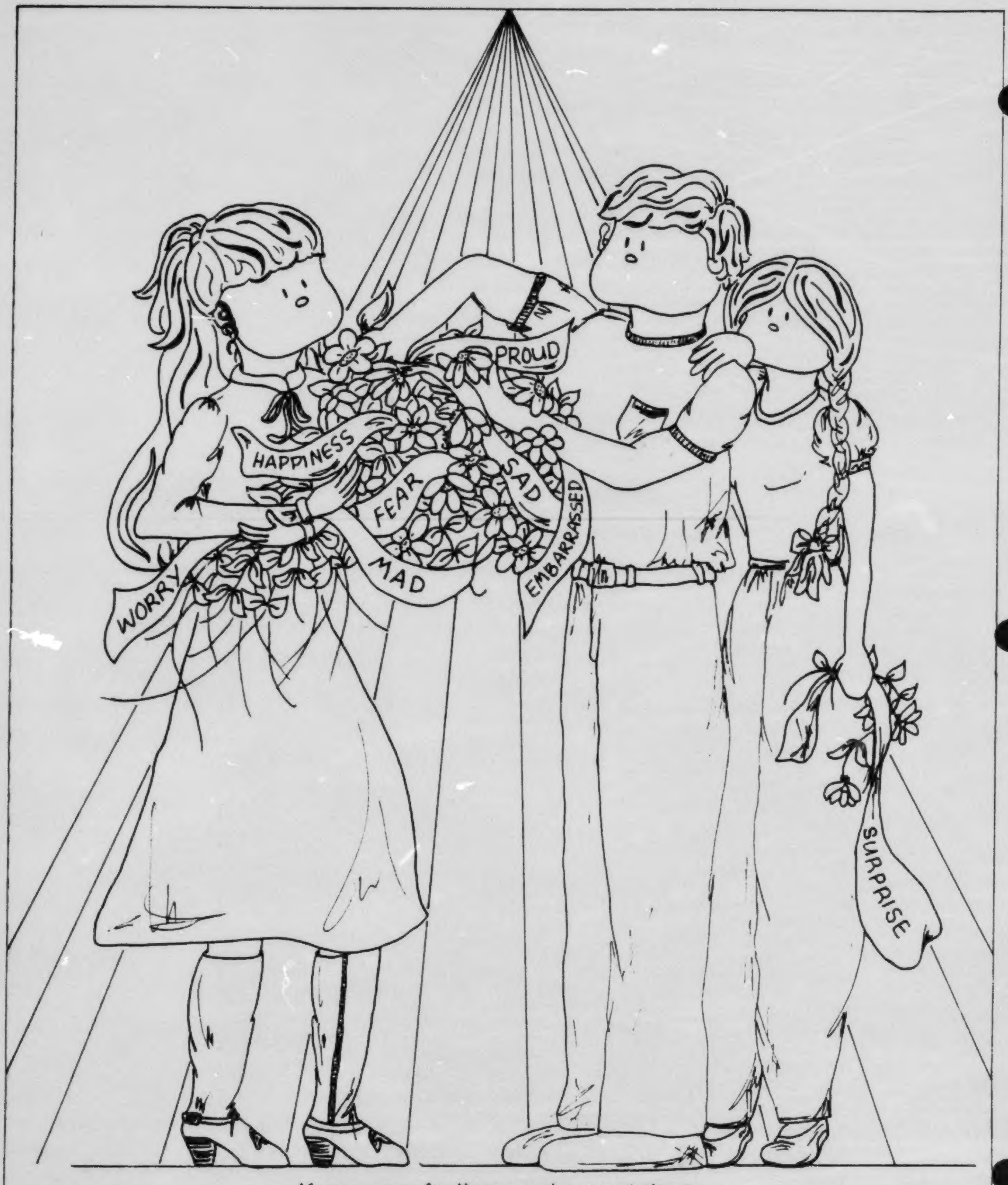
B. Procedure

1. give each student a copy of the Feeling's Display.
2. ask students to put a star by those feelings on the display which they have experienced.
3. as a group, go through each of the feelings which have been starred. On the board, list the feeling and then ask the group to indicate some of the actions which may result as a consequence of the feeling.

Example:

Feelings	Actions
jealousy	hitting the person you are jealous of yelling

4. discuss the consequences of each action and describe whether or not the action was worth it.
5. list alternate actions for each feeling.


PROUD
HAPPINESS
SAD
FEAR
EMBARRASSED
MAD
WORRY
SURPRISE

Know your feelings and accept them.

Lesson 3

Materials Needed:	1. Word List (Activity D) on board or poster. 2. magazines. 3. scissors, posterboard, glue.	
Time Required:		Related Activities
Lesson	30 mins.	
Activity	30 mins.	

A. Objective

1. the student will describe the relationship between strong feelings and self-control.

B. Introduction

1. this lesson continues the discussion of feelings begun in Lesson 2 and emphasizes the relationship between feelings and thoughts and behavior.

2. all feelings carry with them particular thoughts or ideas. Fear carries with it the thought of escape. Happiness carries with it thoughts of contentment. Anger carries with it thoughts of revenge.

3. when the strength of feelings get beyond a certain range and becomes particularly strong, there is a danger that the cognitions that normally accompany feelings, cease to be cognitions and become actions. In other words, thoughts of revenge which accompany a feeling of anger may become acts of revenge if the anger is allowed to grow out of control.

4. the student must learn to appreciate the consequences of uncontrolled emotions by relating emotions to their possible behavioral conclusions.

C. Review Assignment

1. have students relate their lists of strong feelings that were recorded for one day.

2. make the point that, unchecked, these feelings could lead to undesirable behavior.

D. Review Previous Lesson

1. self-control is the ability to manage your behavior even when under stress.

2. self-control is most needed when under the influence of strong emotions.

3. you can recognize strong emotions by changes in the way you feel: breathing, pulse, tightness, nervousness, etc.

E. Discussion

1. there is a connection between what you think, what you feel and what you do.

   a. when you are feeling sad or unhappy you can change the way you feel by thinking of something happy. For example, if you are sitting in school feeling really sad because you'd rather be home watching TV, you can make yourself feel happy by thinking about the weekend when you have a date with some friends to go rollerskating. You **felt** sad. Then you **thought** about something happy and that made you **feel** happy. The two things, thinking and feeling, can influence each other.

2. what you **do** can also be influenced by what you think or feel.

   a. if you **think** about watching TV when you get out of school than you'll probably go home and **do** that. Your thoughts usually control your actions.

b. usually your thoughts control your actions. But sometimes you get a feeling that is so strong that you don't even think about what to do, you just do it. For example if you found yourself walking down a street one day and all of a sudden you looked up and there was a truck coming at you, you would get real scared and jump out of the way. You wouldn't stop and think about it. You would be too scared to think. You would just do it.

3. sometimes it is good that we just react to our feelings as in the example above. Usually, however, we want to think about what we are doing and decide whether or not we really want to do it.

   a. if we want to gain control over our actions, then we have to recognize that our actions can be controlled both by what we think and by what we feel.

   b. when what we are feeling is so strong that we might act without thinking, then it is time to stop and use self-control.

4. the inability to stop and control ourselves can result in uncontrolled feelings leading to uncontrolled actions.

   a. anger which can make us **think** of striking out can lead to an attack which we have not even decided we want.

   b. the same is true of such feelings as fear, embarrassment, frustration, etc.

F. Model and Practice

1. Model

   a. how are thoughts, feelings and actions related? Thoughts and feelings can determine how we act.

2. Practice

   a. have students respond to question.

   b. give feedback until student answers reflect the idea that thoughts, feelings and actions all influence one another.

3. Model

   a. what can happen when our feelings get very strong? Strong feelings can block out thinking and can result in our acting out whatever it is we feel.

4. Practice

   a. have students respond to the question.

   b. give feedback until student answers reflect an understanding that feelings can overcome rational thought and lead to irrational action.

G. Summary

1. feelings, thoughts, and actions are all related: they all influence one another.

2. strong feelings can block out our usual thoughts and lead to our acting out whatever we are feeling.

H. Assignment

1. make a record of strong feelings for one day and list the thoughts and actins that went with those feelings.

ACTIVITY

A. Discussion

1. strong feelings can lead to a loss of control because when we experience strong feelings we sometimes act without thinking.
2. the relationship between strong feelings and self-control can be seen by looking at the relationship between feelings and the actions these feelings might cause.
3. one of the effects caused by feelings are changes in our tone of voice. This activity will demonstrate such changes.

B. Procedure

1. one person in the group chooses a word from the word list and says it aloud, trying to use a tone of voice which matches the meaning of the word. Continue until all students have a chance.
2. look at each word on the list and discuss the feeling associated with the words.
3. choose one word and have a student act it out without saying anything to see if feelings and behavior are related.

C. Feeling Collage

1. have students choose a feeling and make a picture collage that describes that feeling. See if students can guess what feeling is displayed.

D. Word List

cruel
happy
determined
sad
confident
free
selfishness
boredom
shyness
beauty
playful
hateful
angry
childish
cooperative
kind
anxious
reliable
startled
guilty
joy
trapped
furious
responsible
confused
energetic
lonely
weak
fascinated
tired
love
indifferent
interested
frustrated
anxious

Lesson 4

Materials Needed: 1. copy of worksheet SC 4 for each student.

Time Required: Related Activities:

Lesson 30 mins.
Activity 30 mins.

A. Objective

1. students will identify strong feelings in others and will use the same means of identification to note strong feelings in themselves.

B. Introduction

1. continuing the discussion of feelings, this lesson stresses that strong feelings can be identified in several ways. The discussion focuses on identifying feelings which are being manifested by others.

2. several methods can be used to identify what another person is feeling.

   a. the person may just volunteer the information, i.e., "I am feeling very angry right now."

   b. we may observe outward signs that indicate a particular emotion.

      i. irregular breathing, clenched teeth, tight fists, a scowling face = anger.

      ii. wide eyes, trembling voice, perspiration an forehead = fear.

      iii. a big smile, loud voice = happy.

   c. we can ask the person directly "What are you feeling right now?

   d. some third party can tell us what the person is feeling.

   e. each of these methods of identifying feelings in someone else can be used to identify feelings in ourselves. The student must learn to correctly identify the occurence of strong feeling in himself because this is the first step in exercising self-control.

C. Review Assignment

1. have students describe their lists of feelings, thoughts and actions.

2. give feedback which emphasizes:

   a. feeling, thoughts and actions are all related.

   b. feelings manifested themselves in several ways which were apparent not only to ourselves but to others.

D. Review Previous Lessons

1. self-control is the ability to manage our behavior even when under stress.

2. self-control is most needed when we are under the stress of strong emotions.

3. actions can be influenced by our thoughts and our feelings.

4. strong feelings can overcome our thoughts and lead to uncontrolled action.

E. Discussion

1. there are number of ways of finding out what another person is feeling.

   a. the person might volunteer the information: "I'm very angry."

   b. another person may tell us: "Joe is really angry."

c. we might see some sign or behavior which indicates what that person is feeling:

i. trembling, wide eyes, quick breathing, perspiration on forehead = fear.

ii. clenched fists and teeth, scowling face, deep breath = anger.

iii. big smile, friendly voice = happy.

d. if none of these methods work we can ask: "What are you feeling?"

e. each of these methods can be used by us to identify how we are feeling:

i. we might just tell ourselves that we are angry, or happy, or scared.

ii. we might not even know what we are feeling until someone comes up to us and says "John, you're shaking like a leaf and you're white as a ghost. You must be really scared."

iii. we might find ourselves with a fast pulse, quick breathing, with our muscles all tightened up and our face contorted. That would give us a clue that we were angry.

iv. finally, we might find ourselves feeling strange with our face contorted and our muscles tight but not knowing what the problem is. Then we have to ask: "What's going on? What am I feeling?"

F. Model and Practice

1. a. how can we tell what someone else's feeling? We can tell what someone else is feeling by them telling us, by watching for signs or behavior, by having someone else tell us, or by asking them.

2. Practice

a. have students respond to question.

b. give feedback until responses include at least the notions that we can identify feelings by observing signs of feelings and by asking directly.

3. Model

a. have a student act out a feeling (anger) or do it yourself.

b. go through process of identifying that feeling:

i. 'his breath is fast; his face is scowling;
his fists are clenched: He must be angry!"

ii. ask "How are you feeling, Jim?"

4. Practice

a. act out different feelings.

b. have students go through process of identifying those feelings by looking for signs and by asking directly.

5. Model

a. act out a feeling (fear)

b. go through process of identifying that feeling.

i. "My pulse is really fast. My palms are all sweaty. My mouth is dry. And I feel a little worried. Boy, am I scared."

ii. "I don't feel so good. I'm all sweaty. What's the matter with me? What am I feeling? I feel scared."

6. Practice
    a. state a feeling and have students try to imagine that feeling. What would happen to them? What signs would emerge.
    b. have them state the signs for the various feelings.
    c. have them go through process of identifying the feelings by signs.

G. Summary
    1. feelings in others can be identified by:
        a. hearing them volunteer the information.
        b. having someone else tell you.
        c. observing signs of what they are feeling.
        d. asking them.
    2. these same methods can be used to identify feelings in ourselves.

H. Assignment
    1. make a list of feelings that you see in other people and explain how you could tell what they were feeling.

ACTIVITY

A. Discussion
    1. in maintaining self-control it is important that we are able to identify situations where we are feeling strong emotions.
    2. some people may feel very strong emotions but will hide their feelings and pretend they feel nothing. These people repress their feelings.
    3. some people let all their feelings out without stopping to think. They don't stop or hide their emotions at all and don't think before they act. The behavior of these people is impulsive.
    4. if we are to use self-control we must fall somewhere in between. We can't repress our feelings completely, because then we would not know when we need to exercise control over our behaviors. We can't act impulsively because if we are to control our behavior we have to think about it first.

B. Procedure
    1. hand out a copy of the Freedom Chart to each student.
    2. ask students to put a check mark on the line which indicates where they fall in the impulsive - repressive scale.
    3. ask students if they are satisfied with their behavior. If not, find out if they would like to be more impulsive or more repressive. Put a circle where they would like to be.
    4. have students list three specific things that they can do to change how they respond to their feelings.
    5. make the point that if we are to control our behavior we must recognize our feelings and then think about how we are going to deal with them.

C. Optional
    1. write a contract with each student, with a friend as witness, which will specify how the student will implement the strategies described in B4.

Lesson 5

Materials Needed:	1. UNO card game.	
Time Required:		Related Activities:
Lesson	30 mins.	
Activity	30 mins.	

A. Objective

1. the student will tell himself STOP when he has identified strong feelings which could lead to a loss of self-control.

B. Introduction

1. this lesson begins a series of lessons designed to teach the student a procedure of verbal self instruction for maintaining self-control. The procedure, which uses the acronym START, consists of the following steps:
   a. STOP: stop everything when you identify strong feelings.
   b. TELL YOURSELF: CALM DOWN.
   c. ASK: what's going on? what will happen if I lose self-control?
   d. RELAX.
   e. TELL YOURSELF: SOLVE THE PROBLEM.
2. the student who lacks self-control must be given the tools for gaining self-control. This student must be able to take some active steps toward the exercise of control.
3. the START procedure teaches the student several steps to follow to exercise self-control. The procedure begins after the student has identified some strong feeling which could lead to uncontrolled actions. Having become aware of such a feeling, the first step the student must take is to get himself to stop whatever he is doing or thinking and interrupt whatever it is that he is feeling.
4. to stop everything at this point, the student is taught to say to himself "STOP!" This simple, direct, self-instruction provides the first step in getting control and acts as an initial delay to any action. While the self-instruction procedure is awkward at first, it is hoped that practice with the procedure in class, and later in real situations, will result in an automatic delay and inhibition of action whenever the student develops any strong feelings.
5. throughout the lesson it is important that the student be reminded that the awareness of a strong feeling growing out of control should be followed by an automatic verbal self instruction: STOP.
6. some students or teachers may feel more comfortable with some variation ("SAY STOP"; "I HAVE TO STOP EVERYTHING AND FIGURE THIS OUT") but it is important that the instruction be centered on the word and idea STOP.

C. Review Assignment

1. have students describe the feelings they observed in others and ask how they identified those feelings.
2. make the point that the means we use to identify feelings in others can be used to identify feelings in ourselves.

D. Review Previous Lesson

1. self-control is the ability to manage our behavior even in times of stress.
2. self-control is most needed when under the stress of strong emotions.
3. we can learn to control our behavior but it takes a certain amount of practice.

E. Discussion

1. sometimes intense feelings lead to a loss of self-control, but there are ways to avoid this.
2. the first thing you must do when you become aware of strong or intense feelings is say to yourself: STOP.
   a. it is important that you say to yourself STOP because this will remind you that things are getting out of hand and need to be controlled.
   b. it is important, in the beginning that you say it out loud so you can hear yourself and consciously remind yourself to STOP.
3. we will be learning a whole set of things that need to be said to ourselves when we are trying to control our feelings and actions. At first these instructions will be said out loud, but with practice they can be said just be thinking about them.
4. the first step in the set of instructions is to say STOP.

F. Model and Practice

1. Model
   a. verbalize becoming aware of a feeling and saying STOP, (i.e., "I can feel myself tightening up and getting very angry. I better get control of my self. The first thing to do is say STOP").
2. Practice
   a. verbalize becoming aware of a feeling but have students say STOP when appropriate.
   b. give feedback to reinforce saying STOP out loud and at the correct time.
3. Model
   a. what is the first thing to do when we become aware of strong or intense feelings that could lead to trouble? Say STOP.
4. Practice
   a. have students respond to the question.
   b. give feedback to reinforce point that we should say STOP to stop all our actions and feelings momentarily.

G. Summary

1. control over our behavior is sometimes lost as a result of strong or intense feelings which get out of hand.
2. when we become aware of such feelings, the first step we should take is say to ourselves STOP.

H. Assignment

1. watch someone (at home, in school, on TV) who is having strong feelings and describe how they deal with those feelings. Do they lose control? If not what did they say or do to stay calm?

ACTIVITY

A. Discussion

1. an initial step in gaining self-control is recognizing situations, where we have to stop what we are doing and gather our thoughts.
2. to recognize such situations we must constantly be checking what is going on.
3. when a situation arises which might call for actions, the first thing to do is to say STOP and stop everything.
4. this activity will remind us of two things: First, that to know when to stop our actions, we must monitor the situation. Second, when we see a situation which should be stopped, we have to say something to stop it.

B. Procedure

1. students will play a game of UNO.
2. when a situation arises where someone should say "UNO" they will say, instead, "STOP."
3. when such a situation arises and is overlooked by the students the teacher should halt play and make the point that to recognize times when you should say "STOP" you must constantly monitor the game situation.
4. when a student yells "UNO" instead of "STOP" the teacher should halt the game and make the following point: when a situation arises which calls for action you must remind yourself of what you are going to do before you do it. In this game you will say "STOP."

Lesson 6

Materials Needed:

Time Required: Related Activities:

Lesson 30 mins.

Activity 30 mins.

A. Objective

1. the student will identify and correctly use the first step of the START Procedure in a classroom setting.

B. Introduction

1. this lesson continues to emphasize the use of the verbal self-instruction STOP as a first step in gaining control over one's behavior.

2. the student is encouraged to say STOP out loud to himself whenever he finds himself in a situation which may call for an exercise of self-control.

C. Review Assignment

1. have students relate the incidents they observed of individuals showing strong emotions.

2. make the point that those individuals who were able to control themselves must have told themselves, at some point, to STOP.

D. Review Previous Lesson

1. self-control can be learned and improved with practice.

2. you must become aware of your strong feelings if you are going to be able to exercise self-control.

3. the first step in actually using self-control when you do become aware of some strong feelings is to say to yourself STOP.

E. Discussion

1. anyone who is learning to do something for the first time must constantly tell themselves what to do. When you first learn to drive a car you keep talking to yourself: "Turn on the key. Check the rear view mirror. Put your foot on the brake. Put the car into reverse. Check the mirror again. Now take my foot off the brake and hit the gas." After practice this all becomes automatic and you do all those things without thinking.

2. it is the same with self-control. At first you will have to keep a sharp eye on your feelings to see when they are getting out of control, but after a while, you'll be able to tell easily.

3. and once you can tell when things are out of control, you'll need a lot of practice to say STOP when it happens. But if you say it out loud to yourself whenever you feel strong emotions, pretty soon everytime those emotions come back, you'll automatically be saying to yourself, STOP.

F. Model and Practice

1. Model

   a. what's the first thing you should do when you feel things getting out of hand? Say STOP.

2. Practice

   a. have students respond to the question.

   b. give feedback till students correctly identify first step.

3. Model

   a. verbalize becoming aware of a strong feeling and then say STOP. (Same as Lesson 5, Model 1.)

4. Practice

   a. name a feeling or emotion and have students verbalize becoming aware of that emotion nad then say to themselves STOP.

   b. give feedback until all students are responding to the awareness of a strong emotion by saying to themselves STOP. Some students may feel more comfortable with some variation of this, but it is important that the word STOP be included, (i.e., "I've got to STOP everything to figure this out").

G. Summary

1. with practice each time we feel some very strong emotion, we will **think** to ourselves STOP.

2. the practice that we need, whenever we feel some strong emotion, is to say out loud to ourselves, STOP.

H. Assignment

1. identify a time in your own life when you need self-control because your feelings are getting very strong. When it happens say STOP to yourself and stop everything. Describe what happened to you after you stopped everything. What did you think of? How did the situation end?

ACTIVITY

A. Discussion

1. the most important thing we can do to maintain self-control is to think before we act.
2. to do this we must stop whatever we are doing when we feel we are going to lose control. When we stop everything we give ourselves a chance to think first and act later.
3. this activity will give us practice in reminding ourselves to STOP and it will show us that sometimes it is hard t o stop what we are doing.

B. Procedure 1

1. have one student lead the group in some physical activity which can be performed in the classroom (i.e., running in place, jumping jacks, etc.).
2. periodically the leader will yell "STOP" at which point everyone in the room wil attempt to stop whatever activity they are engaged in.

C. Procedure 2

1. have the group sit and watch the leader perform a physical activity.
2. periodically the teacher will say "STOP" and the group will discuss how quickly the leader was able to stop what he was doing.

D. Procedure 3

1. tell students that they will have to stop whatever they are doing when the leader yells "STOP."
2. remind students that once they have stopped what they are doing they will have to think about what they will do next.
3. for this exercise they will stop what they are doing and then take a deep breath and tell themselves to relax.
4. use the activity described in Procedure 1.

E. Summary

1. after each activity discuss the following points:
    a. it is sometimes difficult to stop completely what we are doing.
    b. by being aware that we would have to stop, we were ready to do so when we heard the command.
    c. self-control starts when we tell ourselves to stop what we are doing and think about what to do next.

Lesson 7

Materials Needed:
1. blindfolds.
2. masking tape.
3. chalkboard and chalk or poster and marker.

Time Required:

Related Activities:

Lesson 30 mins.

Activity 30 mins.

A. Objective

1. the student will identify and correctly use the second step in the START procedure: TELL YOURSELF: CALM DOWN.

B. Introduction

1. self-control begins with the awareness that a situation exists which could result in an outburst of uncontrolled behavior. Following this awareness the first active step a person can take in exercising self-control is to make a decision to delay any actions. This first step can be learned by teaching the student to follow an awareness of strong feelings, with the conscious, instruction STOP. This initial instruction gives the student a chance to step back and begin to control his behavior.

2. following the instruction to stop, the second step in the START process is to TELL YOURSELF to calm down. In this second step the student is further delaying action, but he is also giving himself a cue that now is the time to step back and get ready to analyze the situation. Now is **not** the time to begin a complete process of relaxation. The TELL YOURSELF: CALM DOWN instruction is simply a second reminder to delay any actions. It is also an attempt to interrupt the increasingly strong flow of emotions which are present with a cognitive directive.

3. as with the STOP instruction the TELL YOURSELF: CALM DOWN instruction should be said aloud. With practice it will become an automatic, covert instruction.

C. Review Assignment

1. have students relate incidents in which they experienced strong emotions, and ask if they remembered to say STOP. What happened when they did? Did not?

2. make the point that at this point in their use of self-control, they will have to constantly remind themselves to say STOP when a situation arises.

D. Review Previous Lessons

1. self-control can be learned and developed with practice.

2. the first step in using self-control is saying to yourself STOP.

E. Discussion

1. the first step in getting control over your behavior when you are aware of some strong feeling is to say to yourself STOP. When you say STOP, you remind yourself that you want to be in charge of your actions, and you need some time to figure things out.

2. once you have said STOP and reminded yourself to do nothing, the second action which must be taken is to TELL YOURSELF: CALM DOWN. First you say STOP. Then you TELL YOURSELF: CALM DOWN so that you can think about the situation calmly.

3. when you remind yourself to CALM DOWN you are making sure that when you try to figure out what is going on and what to do about it, you will be thinking clearly. If you try to figure it out when your feelings are too strong, your feelings will interfere with your thoughts.

4. the second step is to TELL YOURSELF: CALM DOWN. Say it out loud and after a while it will become automatic.

F. Model and Practice

1. Model

   a. what are the first and second steps to take when you are trying to get control over your behavior? The first step is to say STOP. The second step is to TELL YOURSELF: CALM DOWN.

2. Practice

   a. have students respond to the question.

   b. give feedback until all students are responding correctly including the words STOP in the first step and CALM DOWN in the second.

3. Model

   a. describe a situation which causes a strong feeling (use your own or get students to give one, i.e., being criticized).

   b. verbalize becoming aware of the situation, saying stop, and telling yourself to calm down, (i.e., "When the principal yelled at me in front of the other teachers, I felt myself get very angry and I was just about to say something to him but I was aware of how angry I was. I said to myself STOP. After I stopped everything, I told myself to CALM DOWN).

4. Practice

   a. describe a situation which would cause students to have strong feelings. Have each student verbalize what he would say to himself in that situation.

   b. give feedback until each student can follow the process and include in his description the awareness of a feeling, saying STOP, and TELLING himself CALM DOWN.

G. Summary

1. self-control is learned by giving yourself instructions on what to do in difficult situations.

2. the first instruction to give yourself is to say STOP.

3. the second instruction is to TELL YOURSELF: CALM DOWN.

H. Assignment

1. write down two examples of situations where you needed self-control:

   a. describe one situation where you used self-control.

   b. describe one situation where you did not use self-control.

   c. how were the situations different.

ACTIVITY

A. Discussion

1. explain to the students that often we are not aware of our feelings.

2. by becoming more consciously aware of our feelings, we are better able to tell ourselves to calm down before the feelings become too strong to control.

3. by calming down before deciding how to handle a situation, we are better able to make a good decision.

4. by making more good decisions we are more likely to have successful friendships and relationships with people important to us.

B. Procedure

1. with masking tape, make arrows on the classroom floor, to demonstrate where the students will walk.

2. show the arrows to the students and explain that students will have to follow the path of the arrows. Have students walk the path before being blindfolded to let them experience how easy it can be.

3. pair off students and pass out the blindfolds. One person in each pair will put the blindfold on.

4. the second person in each pair will lead the blindfolded person around the predetermined course in the classroom.

5. explain that the leader is responsible for the safety of the "blind" person and that he in turn will be in the hands of his partner. Also, remind them that whenever they become very frustrated they should tell themselves to "CALM DOWN."

6. next, have the blindfolded students try writing their name or drinking water from a cup. Again, remind them to tell themselves to calm down if they get frustrated.

7. have students trade the blindfold and repeat steps 4-6.

8. remove blindfolds and be seated.

C. Summary

1. make the following points:

   a. everyone gets feelings of frustration.

   b. people learn to overcome frustration by remaining calm and solving their problems.

2. ask students to write down when and why they became frustrated.

3. collect papers and list times and reasons for students' feelings of frustration.

4. discuss why those feelings were present. Make the point that staying calm helped them to make good decisions.

5. discuss what other things make them feel this way. Remind them about calming down before acting, when dealing with frustration. It can influence our behavior in a positive way.

6. time permitting, allow them to discuss other times when calming down first might have saved them a lot of trouble.

7. remind them that until they get used to it, they will have to say STOP and CALM DOWN out loud if they are going to be successful in using self-control.

Lesson 8

Materials Needed: 1. insult cards (Activity D).
2. poster or chalkboard with these questions on it:
  a. what is going on? b. what will happen if I lose control?
  c. is this what I want to happen?

Time Required:

Lesson 35 mins.

Activity 20 mins.

Related Activities:

PS 3, PS 4

A. Objective

1. the student will identify and correctly use the next step in the START procedure, ASK: what is going on?

B. Introduction

1. when the student has reached the point where he has become aware of a potentially difficult situation and he has said STOP and told himself: CALM DOWN, then he is ready to make some decisions on what to do next. His basic decision will be whether or not he wants the situation to continue on its present course. To make this decision, three questions must be answered.

2. the first question, and the focus of this lesson, is: what is going on? With this question the student identifies the major aspects of the situation. The second question to be asked is: what will happen next if nothing changes? With this question, the student anticipates the consequences of his actions if he acts without some attempt at self-control. The final question asks: do I want this to happen? With this question, the student makes a decision and exercises a preliminary degree of control over his future actions. He can decide to let go of his control over his behavior or he can decide to move on to the next steps of self-control and find some alternative behavior.

3. there are then, three parts to step three, but they all revolve around ASKING a question. The instruction to be taught at this point, then, is ASK: What is going on?

C. Review Assignment

1. have students relate their examples of incidents calling for the use of self-control.

2. make the point that the difference between times where self-control was used and where it was not used is that when it is used, you have somehow had a chance to stop your actions, calm down and decide what to do.

D. Review Previous Lesson

1. self-control takes a lot of practice and for a while you will have to talk to yourself whenever you need to use self-control.

2. the first thing to do is to say STOP.

3. the second thing you must do is TELL YOURSELF: CALM DOWN.

E. Discussion

1. after you say to yourself STOP and then TELL YOURSELF: CALM DOWN you should be able to think clearly about what's going on.

2. the third step to self-control is to ASK yourself some questions. The first thing to ASK is: what is going on? If you expect to control your behavior you have to know what is going on, so you can do something about it.

3. when you ASK: what's going on, you have to find out what you are feeling, why you are feeling it, and whether or not you are losing your self-control.

4. after you STOP everything and TELL YOURSELF: CALM DOWN, the third thing to do is ASK: what's going on?

F. Model and Practice

1. Model
   a. What are the first three steps in self-control? The first step is to say STOP. The second step is to TELL YOURSELF: CALM DOWN. The third step is to ASK: what's going on?

2. Practice

   a. have students respond to question.

   b. give feedback till all students correctly list all three steps.

3. Model

   a. describe a situation which might lead to a loss of self-control. Use real student examples, i.e., being ridiculed.

   b. verbalize the use of the first three steps in the START procedure in relation to that situation (i.e. "John has just called me a jackass. I feel my face getting red, my fists are tight, my pulse is fast and all of a sudden I want to hit him. The first thing I do is say STOP. Next I TELL MYSELF: CALM DOWN. Now, I ASK: what's going on? I am very angry, because John has embarrassed me and I think I'm going to lose my temper."). Make sure that your answer to the question: What's going on includes three elements:

      i. a description of your feeling
      ii. a reason why you feel that way
      iii. an indication that you are or are not going to lose control of your behavior

4. Practice

   a. describe a situation, but do not indicate what is being felt.

   b. have students tell what they would do in the situation.

   c. give feedback until all students include in their answer the first three steps of START.

5. Model
   a. describe a situation and ASK: what's going on?

   b. give an answer that:

      i. describes your feeling.

      ii. gives a reason for that feeling.

      iii. indicates whether or not you are going to lose self-control, (i.e., "I am angry, because John hit me, and I think I am going to calm down").

6. Practice

    a. describe a situation; leave out reference to what is being said.

    b. have students answer the question: what is going on?

    c. give feedback till all student answers conform to model.

G. Summary

1. the third step in the START process is to ASK: what is going on?

2. to answer this question we must know:

    a. what is being felt?

    b. why?

    c. am I losing control?

H. Assignment

1. find an example (home, school, TV) of two people arguing and answer these questions:

    a. who is involved?

    b. what are they feeling?

    c. why are they feeling that way?

    d. did either person come close to losing control?

    e. if you were involved what would you have done?

ACTIVITY

A. Introduction

1. before you begin this activity be sure to emphasize that none of this is to be taken seriously. Explain that all of these situations are make-believe. Also, try not to have extremely sensitive children be on the "insultee" side. Give them a chance to do the insulting for once.

2. explain that in order to deal well with a situation, we not only have to calm down, but we also have to find out what's going on in order to decide what to do next.

3. remind students that self-control takes a lot of practice and that for time you will have to say these steps out loud.

B. Play **"How Dare You"**

1. explain how "How Dare You" is played

    a. put the students into pairs.

    b. one pair at a time the students will sit in the front of the group.

    c. next, one person in the pair will pick an insult card.

    d. he will look at his partner and read the insult card as convincingly as possible - pick a student to demonstrate to class.

2. analyze the situation by asking questions.
    a. ask the students as a group, What's going on?
    b. ask the insultee:
        i. how is this making you feel? What do you feel like doing?
        ii. what will happen next if you do this?
        iii. do you want this to happen?
3. each pair of students will have a chance to role-play with the insult cards and analyze with the insult cards and analyze with the third step: ASK QUESTIONS.

C. Discussion

1. discuss with each set of students how stopping, calming down and asking questions influenced how they felt and what they wanted to do. Keep track, on the board, of the answers.
2. remind the students that using this process can often help us to deal with many situations more effectively. The more effectively we deal with situations, the more successful our relationships with others will be.

D. Insult Cards

1. You make me so mad. Every time we go out you're broke! You're nothing but a mooch! Whenever you do have money you never share it with me.
2. I hate you. You take anything you want of mine without ever asking! You're a thief! You only care about yourself.
3. Slow poke! You're always the last to finish any race. If you weren't so slow we'd have come in first! You creep!
4. All right, where is it? I know you took my money! You're the only one who knew where it was! You creep!
5. You're just afraid. You never have any fun! If you weren't so dumb, you'd know how easy this will be. You're stupid!
6. Keep your hands off of me! You cruddy creep! Your hands are so slimy I can't stand you! You slob!
7. You're such a liar! You don't even know a lie from the truth anymore! You believe your own lies. You're no friend of mine!
8. I'm sick and tired of you bugging me. You're such a wimp! You better quit pestering me! Bug off!
9. Leave me alone. If you touch me once more, I'll deck you. Keep your grimy hands off me! I hate you!
10. If you don't turn that stupid music off I'll box your ears! You hillbilly! I'm sick of listening to what you want to hear! You cow!

Lesson 9

Materials Needed: 1. index cards describing hypothetical situations. (Activity C)

Time Required:		Related Activities:
Lesson	35 mins.	PS 9
Activity	20 mins.	

A. Objective

1. the student will identify and use correctly the third step of the START process: ASK: what will happen if I lose control?

B. Introduction

1. this lesson continues lesson 8 and step 3 of START. The question which is emphasized now is what's going to happen next. This question is important because its answer is the basis for deciding whether to let the situation continue, or attempt to change it.

2. the student is taught in this lesson to follow the instruction ASK: what is going on, with the instruction ASK: what is going to happen if I lose control?

C. Review Previous Lesson

1. self-control is most needed when you are under the stress of strong emotions.

2. when you become aware of these strong emotions you should:

   a. say STOP.

   b. TELL YOURSELF: CALM DOWN.

   c. ASK: what's going on?

E. Discussion

1. it is always useful to be able to figure out what is going to happen in a particular situation. If you get ready to walk home and you notice that there is a lot of lightning and thunder, and that the sky is filled with clouds, it is helpful to know that those signs mean it will probably rain.

2. in trying to exercise self-control it helps to know what will happen next so you can decide what you want to do.

3. the first step in exercising self-control is to say STOP. The second step is to TELL YOURSELF: CALM DOWN. The third step is to ASK: what's going on?

4. the next thing you have to ASK is: what's going to happen if I lose control?

F. Model and Practice

1. Model

   a. what is the third step in self-control?

   b. the third step is to ASK: what's going on and what's going to happen if I lose control?

2. Practice

   a. have students respond to the question.

   b. give feedback so students include both questions in their answer.

3. Model

   a. describe a situation where self-control is in jeopardy.

   b. verbalize all steps of the START process including ASK: What's going to happen next. (i.e. "John threw a pencil at me. I felt myself getting very angry. I said STOP. I told myself CALM DOWN. Then I ASKED what's going on: I'm angry because John threw something at me and I'm going to lose control pretty soon. Then I ASKED what's going to happen and I said: I'm going to lose my temper, hit John, and get suspended."). Make sure your answer to the question, What's going to happen, includes a description of what **you** will do and of what will happen **to** you as a result.

4. Practice

   a. describe a situation (use real student situations when possible).

   b. have students recite the steps they would follow to get self-control and give feedback to make the students include each step of START covered.

   c. have students ASK: What's going to happen if I lose control?

   d. have students answer the question by anticipating consequences of losing control in the situation described.

   e. give feedback until answers include reference to what student will do and what will happen to student.

G. Summary

1. the third step of START is to ASK: What's going on? and What's going to happen if I lose control?

2. to figure out what's going to happen we must know what we will do and what will happen to us as a result of our action.

H. Assignment

1. watch a TV show and find an example of someone who lost control of his behavior. Answer these questions:

   a. what is the situation?

   b. who is involved?

   c. what are they feeling?

   d. why are they feeling this?

   e. what did they do when they lost self-control?

   f. what happened to them when they lost it?

ACTIVITY

A. Discussion

1. if we do not know what will happen when we lose control of our behavior, we will not be able to decide whether or not we should try to control ourselves.
2. once we identify the possible results of our behavior, we can make a decision about what we want to do.
3. in all situations, good and bad, our behavior will have a result.
4. in trying to gain self-control, we must figure out ahead of time what that result will be.

B. Procedure

1. on index cards write out a description of a situation in which your students might find themselves. Describe a behavior that the students might want to use in that situation. Follow that description with the question "What will happen if you do?" (See "What will happen if you do" examples below.)
2. have a student choose one of the "What will happen if you do"? cards.
3. have the student read the card and answer the questions.
4. discuss with the class some other possible answers.
5. see if anyone else can come up with a different way to respond in the situation and then discuss what would happen if that response were used.

C. "What will happen if you do?"

1. you just got an A on your Math test. You want to yell "Hurray!" What will happen if you do?
2. you just got an F on your Math test. You want to tear it up and curse at the teacher. What will happen if you do?
3. you just saw your bicycle run over by a garbage truck. You want to throw a rock at the truck. What will happen if you do?
4. Mrs. Martin, your English teacher, has just named you Most Improved Student. You want to give her a big hug. What will happen if you do?
5. Jim has tripped you as you walked to your desk. You want to push him out of his seat. What will happen if you do?
6. You have been asked to lead the class in singing the Star Spangled Banner and you don't know the words. you want to run out of the room. What will happen if you do?
7. You have just been invited to a party you want to go to, but you have been grounded for a month. You want to accept the invitation. What will happen if you do?
8. your best friend has just given you a pen and pencil set with a note that says "To the most Wonderful Friend a person could have." You are so happy that you want to cry. What will happen if you do?
9. a boy comes to your house collecting money for charity. You want to help him out by giving him your last $10.00. What will happen if you do?
10. Mr. Jackson , the Principal, has just knocked you down because he was not looking where he was going. You want to ask him if he is blind. What will happen if you do?

Lesson 10

Materials Needed: 1. deck of cards.

Time Required: Related Activities:

Lesson 35 mins.

Activity 20 mins.

A. Objective

1. the student will identify and correctly use the third step in the START process. ASK: is this what I want to happen?

B. Introduction

1. this lesson concludes the introduction of the third step of the START procedure. This third step consists of asking three questions: what's going on, what will happen if I lose control, and is this what I want to happen?

2. this final question is most important because it marks the point at which the student must decide to let the situation continue or to change the situation. Regardless of the final decision, the student at this point makes a decision and to this extent exercises self-control.

3. the last part of step three is to ASK: is this what I want to happen?

C. Review Assignment

1. have students describe the situation they observed where someone had lost self-control.

2. ask what the person did when they lost control over their actions.

3. emphasize that the loss of control was followed by some consequence.

D. Review Previous Lesson

1. self-control is the ability to manage behavior even when under the stress of strong emotions.

2. after you have noticed you are in a difficult situaiton you must say to yourself STOP and then TELL YOURSELF: CALM DOWN.

3. the next thing to do is ASK: what's going on, what's going to happen if I lose control?

E. Discussion

1. the most important time to use self-control is when we have some strong feelings which could cause trouble. When we have such feelings we have to decide whether to let the situation continue or to make some change. In order to make the decision we ask some questions: What's going on? What's going to happen if I lose control?

2. when it has been determined what would happen if you let the situation continue, the next thing to do is ASK: is this what I want to happen?

3. if you decide that the situation is not too bad and nothing bad will happen, then you might just let it go ahead and happen.

4. if you decide that the situation is pretty serious and letting it go ahead would cause you trouble, you may still want to let it happen anyway. But now you've made a decision and if it causes you trouble, the responsibility is yours.

5. instead of letting a difficult situation get out of hand you may decide that you don't want it to happen. In that case, you will continue to use your self-control to come up with some plan to alter the situation.

6. the third step in getting control of yourself is to ASK: what's going on, what will happen if I lose control, is this what I want to happen?

F. Model and Practice

1. Model
    a. what is the third step in using self-control?
    b. the third step is ASK: what's going on, what will happen if I lose control, is this what I want to happen?

2. Practice
    a. have students respond to question.
    b. give feedback until all students include all three questions in step three.

3. Model
    a. describe a situation which could lead to a loss of self-control.
    b. verbally go through the START process: STOP, TELL YOURSELF: CALM DOWN.
    c. at step three ASK: What's going on, what's going to happen next?
    d. emphasize the last question, is this what I want to happen? Answer the question: NO. I'd like something else to happen. (i.e. "ASK: What's going on? I'm angry because John hit me and I feel like I'm losing control. ASK: What's going to happen? I'm going to lose my temper, hit John, and then I'll probably get suspended. ASK: Is this what I want to happen? No I don't want to get suspended".)

4. Practice
    a. have students describe situations where they needed self-control.
    b. have students repeat steps of self-control process and ASK: is this what I want to happen?
    c. give feedback so that all steps are followed.
    d. give feedback to make the point that the question "Is this what I want to happen?" must be answered yes or no. The answer to the question gives the student responsibility for his following actions.

G. Summary

1. the third step in getting self-control is to ASK: what's going on, what will happen if I lose control, is this what I want to happen?

2. the answer to the last question, yes or no, gives the student responsibility and control over his next actions.

H. Assignment

1. describe a time when you should have used self-control but did not.
2. what happened?
3. was that what you expected to happen?
4. was that what you wanted to happen?
5. what could you have done differently?

ACTIVITY

A. Discussion

1. once we know what will happen if we lose control of our behavior we must make a decision.
2. our decision can be one of three choices:
   a. Yes, I want this to happen, so I won't control my behavior,
   b. No, I don't want this to happen, so I will control myself,
   c. I don't know what I want so I'll do nothing.
3. making decisions is hard because we can never be sure ahead of time that we've made the right decision.
4. even if we do nothing, however, we will be held responsible and so we might as well make a decision one way or the other. That way we are in control of our destiny.

B. Procedure

1. play the card game 21 with a group of four students.
2. on each hand each student will have to make a decision: If they want a card they can say "Hit." If they do not want a card they can say "Pat."
3. the student has 15 seconds to decide and say something. If he says nothing, the dealer picks up the cards and the hand is dead.
4. after each hand, the teacher goes over each decision made by the students.
5. discuss which decisions were successful and which were unsuccessful.
6. losers give up their seat to another student.
7. continue playing until one student wins 10 games.

Lesson 11

Materials Needed: 1. record or tape of relaxing music.

Time Required:

Lesson 30 mins.

Activity 15 mins.

Related Activities:

A. Objective

1. the student will identify and correctly use the fourth step in the START procedure: RELAX.

B. Introduction

i. once the student makes the decision to control his behavior in an effort to resolve a difficult situation, he must take some steps towards alleviating the pressure of the situation. If the student wishes to change the direction of the situation, he must do some clear thinking to think of alternative actions.

2. if the student is going to try to control and direct his behavior by some rational means, he must first RELAX to the point where his emotions are not interfering with his thoughts.

3. the fourth step in the START process is to RELAX. This step consists of taking some active, conscious measures to calm down and relax both physically and emotionally.

4. as with the other steps in the process, the student should practice this step by reminding himself verbally to RELAX. This is then followed by some simple steps to achieve relaxation: deep breathing, verbal instructions, physical relaxation.

5. the important point in this and the next level, is the verbal self-instruction: RELAX.

C. Review Assignment

1. have students recount their incidents where they lost self-control.

2. make the point that when they lost control, they were acting in a way which had not been chosen by them. The consequences of their actions were probably not desirable or even considered before the actions were taken.

D. Review Previous Lessons

1. self-control can be learned and improved through practice.

2. when you become aware of a situation calling for self-control, first you say STOP, second you TELL YORSELF: CALM DOWN, third you ASK: what's going on, what will happen next, is this what I want to happen?

E. Discussion

1. when you are trying to get control of your behavior, you will ask yourself: What's going to happen next? When that is clear, you will ask: is this what I want to happen? If your answer is NO, then you will have to figure out what to do to change it, to avoid that situation. You will not be able to come up with a good solution unless you are calm and relaxed.

2. the fourth step in getting control of your behavior is to be able to RELAX. Remind yourself to RELAX. Say it out loud, take a deep breath, move around a little to relax your muscles, and then say it again, RELAX.

F. Model and Practice

1. Model

   a. what are the first four steps in the self-control process.

   b. STOP; TELL YOURSELF: CALM DOWN; ASK: what's going on, what's going to happen next, is this what I want to happen?; RELAX.

2. Practice

   a. have students respond to the question.

   b. give feedback till all students can tell you all steps.

3. Model

   a. describe a tense situation and work through START until you get to step four.

   b. say: "I've got to RELAX (take a deep breath). I've got to loosen up (shake arms and head slightly). I've got to relax (take a deep breath). There, that's better."

4. Practice

   a. have students describe a tense situation they have been involved in.

   b. have students practice the RELAX step.

   c. give feedback so that as students RELAX they do the following:

      i. tell themselves to RELAX

      ii. breathe deeply

      iii. consciously try to relax physically

      iv. tell themselves to RELAX again

      v. continue to breathe deeply, and slowly

G. Summary

1. the fourth step in achieving control is to RELAX.

2. to RELAX you must tell yourself to RELAX, you must breathe deeply and slowly, and you must shake out the tightness in your muscles.

H. Assignment

1. Assignment

   a. lie down, tell yourself to RELAX

   b. breathe slowly and deeply

   c. starting at your feet and moving to your head, relax every muscle in your body one at a time, by telling yourself to relax each muscle.

ACTIVITY

A. Discussion

1. the ability to relax is very important to maintaining self-control.
2. with practice, you can learn to relax.
3. three techniques for relaxation are breathing calmly, thinking about peaceful scenes, and relaxing each muscle in your body.

B. Activity 1

1. have students sitting at their desks and tell them to relax.
2. begin deep breathing exercises by telling students to inhale deeply and slowly and then to exhale slowly.
3. as students do the breathing exercise, repeat out loud a count of "Inhale, 2, 3, 4," "Exhale, 2, 3, 4" until all students are breathing in rhythm.

C. Activity 2

1. have students sit at desk in a comfortable position (head down) or lie on floor.
2. play a record of soothing music.
3. tell students to close their eyes and relax.
4. describe tranquil situations and ask students to imagine those settings, (i.e., the beach at sunset, a mountain top in the morning, etc.).
5. have students think of their own relaxing settings.

D. Activity 3

1. have students sit at desk or on floor.
2. ask students to tense up the muscles in their arm for a count of five, and then tell them to relax every muscle in the arm.
3. repeat for other body parts.

Lesson 12

Materials Needed: 1. carpet squares to sit on floor.

2. newspaper and magazine articles dealing with stressful life styles.

Time Required:

Lesson 30 mins.

Activity 30 mins.

Related Activities:

A. Objective

1. the student will identify and correctly use the fourth START step, RELAX.

B. Introduction

1. this lesson continues lesson 11 and emphasizes the need to relax and the process for doing it. Clearly, the student will need a good deal more practice in RELAXING than can be provided in these two lessons, but the steps that must be followed in this simple procedure can be repeated.

2. the student should be taught to say aloud to himself RELAX, while the other steps may be prompted by covert self-instructions.

C. Review Assignment

1. have students describe their experience in trying to relax.

2. what influenced whether or not it was successful?

3. make the point that what we say to ourselves can either help relax us or can interfere with the process and we have to help it work for us.

D. Review Previous Lesson

1. self-control starts when you become aware of some strong feeling like anger or fear that interferes with your thinking.

2. the first step in self-control is saying STOP. The second step is TELLING YOURSELF: CALM DOWN. In the third step you ASK: what is going on, what will happen next, is this what I want to happen? The fourth step is a time to RELAX.

3. it is important to relax so that you can think clearly when you are planning a way to solve your problem.

E. Discussion

1. an important part of self-control is figuring out what to do to avoid unwanted trouble. This takes some thought. In order to think clearly, you must calm down and RELAX.

2. you must relax because if you do not relax you will have trouble concentrating on solving the problem. When you relax you can think more clearly because your emotions will not interfere as much.

3. the fourth step in self-control is to RELAX.

4. you can relax by telling yourself RELAX, taking a deep breath, shaking out any tight muscles, taking another deep breath, and saying RELAX again.

F. Model and Practice

1. Model

   a. what are the first four steps in the START procedure.

   b. say STOP; TELL YOURSELF: CALM DOWN; ASK: what's going on, what will happen next, is this what I want to happen; RELAX.

2. Practice

   a. have students respond to the question.

   b. give feedback until all students can list all steps.

3. Model

   a. tell students: "This is how to relax: Say to yourself RELAX. Take a deep breath and start breathing slowly and evenly. Move around to loosen up your muscles. Take a deep breath. Tell yourself to RELAX. If you still aren't relaxed do it again until you've relaxed yourself." Emphasize the importance of telling yourself to RELAX and then using actions (breathing deeply, moving) to do so.

4. Practice

   a. have students practice RELAXING by following the procedure.

   b. give feedback until students are able to relax by following the procedure.

G. Summary

1. the fourth step in getting control of behavior is to RELAX.

2. to relax you must tell yourself RELAX, breathe deeply and evenly, relax any tightness in your muscles, take a deep breath and then tell yourself to RELAX.

H. Assignment

1. same as lesson 11.

ACTIVITY

A. Introduction

1. relaxation can be learned with practice.

2. through relaxation, we are better able to think clearly about a problem situation.

3. by thinking more clearly we are better able to come up with an appropriate solution to the problem.

4. briefly discuss how an inability to release emotions gradually can cause them to build up until they release by exploding.

5. discuss with the students ways in which some of them vent their feelings of frustration, anger, and/or fear.

6. using current magazine and newspaper articles, have students read articles dealing with problems resulting from too much pressure without proper relaxation techniques. These could include alcohol addiction, drug abuse, murder, and suicide.

B. Procedure

1. have students watch while you demonstrate deep breathing exercises. While breathing (to acclimate them to the timing) say out loud: "In 2, 3, 4, out 2, 3, 4, in 2, 3, 4, in 2, 3, 4, out 2, 3, 4, etc."

2. have the students lie down or sit (depending on their preference) and close their eyes. Use the rugs or towels for this purpose.

3. ask them to breathe in and out in rhythm with your breathing. Continue to count out loud while they are doing this. Continue to do this until all fo the students have developed a smooth breathing rhythm.

4. next, tell the students to begin counting with you as soon as they feel comfortable with the breathing. After all of the students have joined in the counting, gradually decrease the volume of your voice, until they are counting out loud independently.

5. ask them to stop the rhythmic breathing as soon as they become adept at it.

C. Discussion

1. ask the students how they felt while they were doing the deep breathing exercises?

2. list the adjectives they use to describe their feelings on the blackboard.

3. discuss how the students felt about these feelings in comparison to feelings of anxiety.

4. discuss how breathing exercises and saying RELAX can help you to calm down, make better decisions and live a happier life.

5. once this technique is learned it can be shortened to suit everyday needs. They will also have to master doing it with their eyes open eventually.

6. students will vary on how many breaths it takes to calm down, but generally between 3 and 5 will suffice.

Lesson 13

Materials Needed: 1. copy of worksheet SC 5 for each student.

Time Required:

Lesson 30 mins.

Activity 30 mins.

Related Articles:

A. Objective

1. the student will identify the last step in the START procedure. TELL YOURSELF: SOLVE THE PROBLEM.

B. Introduction

1. each of the five steps in the self-control procedure, START, has both a specific and a common purpose. The STOP step acts as a directive to bring action and emotions to a standstill. TELL YOURSELF: CALM DOWN has the immediate effect of calming the situation a little, so other actions are possible. The process of ASKING what's going on, what will happen, and do I want this to happen, brings the situation into focus and lets the student decide where he wants the situation to go next. The RELAX step further calms the student and readies him to solve the problem rationally. The final step is simply a reminder to solve the problem (following a procedure which will be described in another unit). The common purpose of each step is to delay action. The process of working through each step acts as a buffer between emotions and action, delays the actions and gives the student time to consider future acitons.

2. this lesson introduces the fifth step in the self-control process, TELL YOURSELF: SOLVE THE PROBLEM. The process by which the problem can be solved is discussed in the problem solving unit. In this context we refer to the problem solving only as a reminder to the student to begin to solve the problem. This reminder is given as a verbal instruction, TELL YOURSELF: SOLVE THE PROBLEM.

C. Review Assignment

1. have students relate their attempts to relax.

2. ask if it was easier this time.

3. make the point that we can make our thoughts help us relax by telling ourselves to RELAX.

D. Review Previous Lesson

1. self-control can be learned and improved with practice.

2. if you decide that you do not like what will happen if you lose control of your behavior, you must RELAX and figure out how to get out of the situation without any trouble.

E. Discussion

1. once you are sure that you want to really control your actions and get out of a difficult situation without any trouble, the question becomes, what are you going to do? The fifth step in controlling behavior is to TELL YOURSELF: SOLVE THE PROBLEM.

2. you can begin to solve the problem at this point because you have identified the problem and you have decided that without controlling your behavior something would happen which you would not like.

3. the real problem now is deciding what to do. For the final step in getting control of your actions TELL YOURSELF: SOLVE THE PROBLEM.

F. Model and Practice

1. Model
    a. what steps do you follow when you want to exercise control over your own behavior.
    b. STOP; TELL YOURSELF: CALM DOWN; ASK: what's going on, what will happen next, is this what I want to happen?; RELAX; TELL YOURSELF: SOLVE THE PROBLEM.
2. Practice
    a. have students respond to question.
    b. give feedback until all students can list all steps.
3. Model
    a. describe a situation which could lead to a loss of self-control.
    b. verbally work through the START process using all five steps.
4. Practice
    a. have students describe situations which have caused them to lose self-control.
    b. with each student work through the five START steps.
    c. give students feedback until they can use the steps on their own situations.

G. Summary

1. there are five steps for self-control, based on the word START:

    STOP
    TELL YOURSELF: CALM DOWN
    ASK
    RELAX
    TELL YOURSELF: SOLVE THE PROBLEM

2. the last step, TELL YOURSELF: SOLVE THE PROBLEM, is a reminder to begin to figure out what to do to deal with the situation successfully.

H. Assignment

1. describe a situation where you lost your self-control.
2. what was the problem?
3. what could you have done to solve the problem instead of losing self-control?

ACTIVITY

A. Discussion

1. when we have reached the point where we can control our behavior, we must decide on how to behave.
2. choosing how to behave can be a difficult task.
3. by making a conscious effort to solve our problems, we can be sure to choose behaviors that stand some chance of success.
4. as a final step toward self-control, problem solving, let's choose behaviors which will help us settle problems in a rational manner.

B. Procedure

1. pass out worksheet SC 5.
2. students should answer the following questions for each situation:
   a. is it a problem?
   b. who or what is causing the problem?
   c. who is it a problem for?
   d. what is one way the problem could be resolved?
   e. if it isn't a problem now, what could happen in the future to make it a problem?
3. when students have answered each question individually on the worksheet, work as a group and discuss the answers.

Lesson 14

Materials Needed:
1. problem situations (Activity C) listed on board.
2. questions (Activity B) listed on board or poster.

Time Required:

Related Activities:

Lesson 30 mins.

Activity 30 mins.

A. Objective

1. the student will identify and use the last step in the START procedure, the self-instruction, TELL YOURSELF: SOLVE THE PROBLEM.

B. Introduction

1. this lesson concludes the instruction on the use of the START Procedure. The final step is to TELL YOURSELF: SOLVE THE PROBLEM. This acts as a reminder to search for alternatives which will lead to a satisfactory resolution of the situation.

C. Review Assignment

1. have students relate their situations in which they lost self-control.

2. ask what they could have done differently to solve the problem.

D. Review Previous Lessons

1. self-control is the ability to manager your own behavior even when you are under the stress of strong emotions, such as fear or anger.

2. self-control is most needed when you are aware of strong feelings getting out of control.

3. you can become aware that you are feeling something which could lead to a loss of self-control by signs of these feelings:

   a. irregular fast breathing.
   b. fast heartbeat.
   c. tensed muscles.
   d. sweating.

4. the first step in getting self-control is say STOP. The second step is to TELL YOURSELF: CALM DOWN.

5. the third step is to ASK questions:

   a. what's going on?
   b. what will happen if you lose control?
   c. is that what you want to happen?

6. the fourth step is to RELAX

   a. tell yourself to RELAX, breathe deeply, relax you body, take a deep breath and say RELAX.

7. the last step is to TELL YOURSELF: SOLVE THE PROBLEM.

E. Discussion

   1. after seeing that a problem might exist and then deciding that you want to do something about it, you first have to RELAX.

   2. after you have relaxed, you must remind yourself to begin to solve the problem, TELL YOURSELF: SOLVE THE PROBLEM.

F. Model and Practice

   1. Model

      a. what are the five steps in getting self-control?

      b. STOP
         TELL YOURSELF: CALM DOWN
         ASK: what's going on, what's next, is this what I want to happen?
         RELAX
         TELL YOURSELF: SOLVE THE PROBLEM.

   2. Practice

      a. have students respond to question.

      b. give feedback until students know all steps.

G. Summary

   1. the last thing to do when trying to gain self-control is to TELL YOURSELF: SOLVE THE PROBLEM.

H. Assignment

   1. describe a problem situation in school.

   2. identify the problem.

   3. who is involved?

   4. what are some of the different things you could do?

ACTIVITY

A. Discussion

   1. explain to the students that sometimes there can be more than one "right" solution to a problem.

   2. review START steps of self-control before going on.

B. Procedure

   1. tell students to be thinking of these questions while listening to the situations you're going to read.

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QUESTIONS

A. would it be best to ignore this situation and walk away?

B. if not, is there someone who could help me solve this? (time permitting)

C. what do I want to happen?

D. how can I make that happen?

C. Problem Situations

1. someone bumps into you in the hallway. All your books fall and papers shoot out all over the floor. Kids are walking all over your homework.

2. your best friend just asked a girl you've always liked to go to the dance with him. He knew you'd feel bad, but says he figured you'd understand.

3. you see a fellow student steal a pen from the teacher's desk. Two days later the teacher asks you where you got the pen. You know she thinks you took her pen.

4. you just got your first car. It's a fairly new car without a scratch. The paint job is brand new and beautiful. Some kid from school pulls up next to you with an old beat up jalopy and opens his door right into your car leaving a 4 inch crease.

5. your teacher says you were cheating on the history exam. She takes your test, tears it up, and gives you an F. You did not cheat.

6. you lend your neighbor a brand new record that you've saved for 2 weeks to buy. He calls on the phone and says that when he took it out of the record jacket it was broken.

D. Discussion

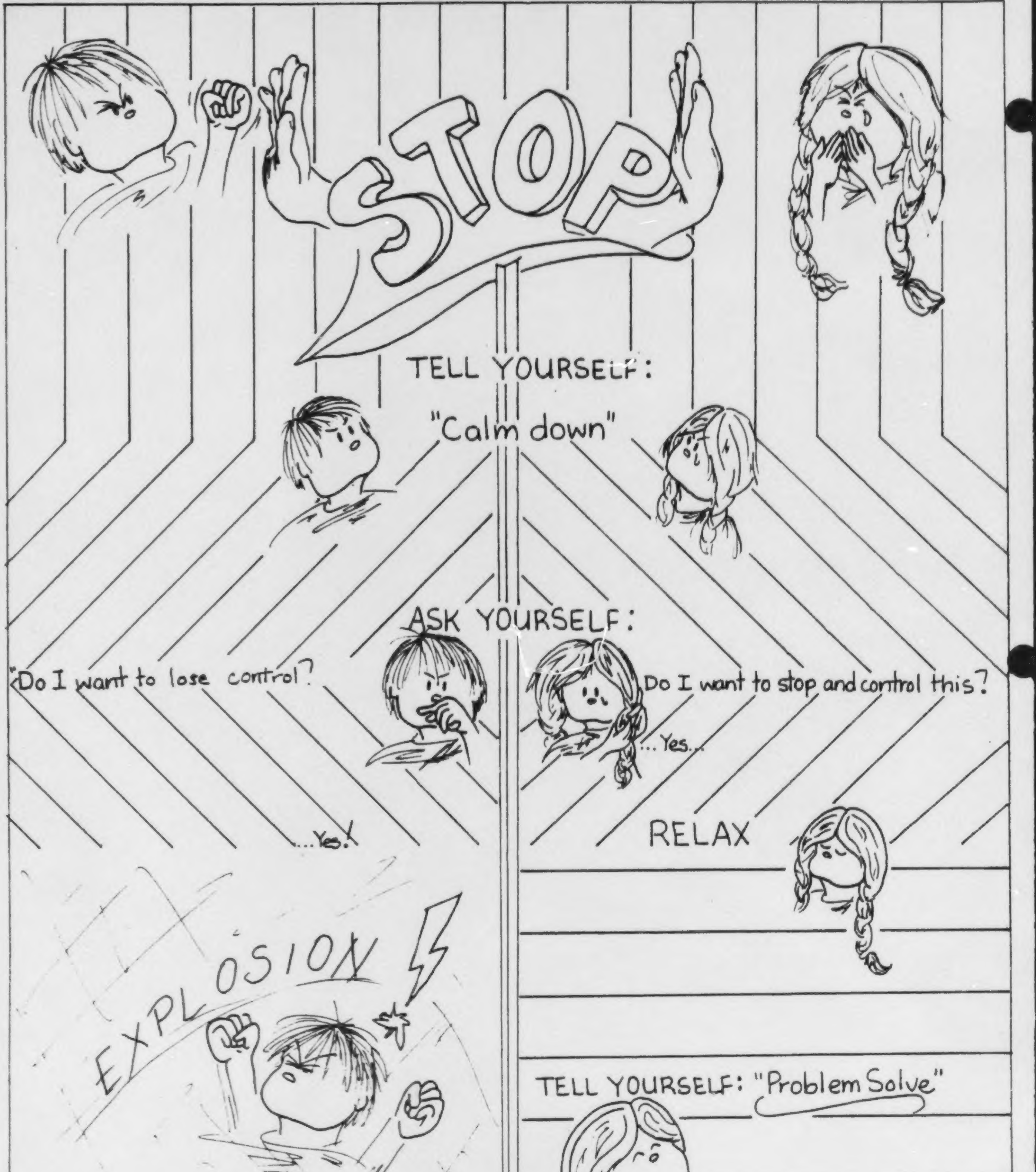
1. after reading each problem situation ask the students the above questions, A—D.

2. remind them that sometimes they will have a while to make a decision and other times they will have to think quite rapidly in order to make a quick decision.

3. remind them, also, to remember to keep in mind things they've learned from dealing with past problems.

4. tell them that it is okay to ask someone for advice/help with a problem.

5. sometimes doing nothing will produce desirable outcomes. The problem may work itself out.


STOP
TELL YOURSELF:
"Calm down"
ASK YOURSELF:
"Do I want to lose control?
...Yes!
Do I want to stop and control this?
...Yes...
EXPLOSION
RELAX
TELL YOURSELF: "Problem Solve"

Lesson 15

Materials Needed:	Copy of worksheet SC 6 for each student.	
Time Required:		Related Activities:
Lesson	45 mins.	
Activity	________	

A. Objective

1. the student will demonstrate the use of self-control when confronted by an authority figure in a structured situation where both student and authority figure know what will happen.

B. Intoduction

1. this is the first of four lessons where the student gets a chance to practice his ability to control his behavior in real life situations outside the classroom.

2. the lessons get increasingly less structured to approximate real situations.

3. however, because we are still in the process of teaching self-control, the situations are controlled to avoid pushing the student into a loss of control. It is **not** the purpose of these lessons to push the student to the limits of his control. These lessons are designed to give practice, success and confidence in self-control skills.

4. because of the need to maintain control over what goes on in these lessons, the activities described here use teachers in the school to interact with the student. Work with teachers who can take the time to set up and work through the situations with the students. Peers and other school personnel should be involved only if you are sure they will be able to work within the framework of the lessons and will not incite students to a loss of self-control.

5. the point to emphasize in these lessons is that self-control becomes possible with preparation and practice. By making an effort to use the skills targeted in this unit, the student can get valuable practice in maintaining self-control.

C. Review Assignment

1. have students describe the problem they identified.

2. is self-control needed to deal with the problem?

3. what would happen if the student just reacted to the problem without any attempt to control his behavior?

D. Review Previous Lesson

1. as a final step to controlling your behavior, you should begin the process of solving the problem with which you are faced.

2. by making a conscious effort to solving the problem you are making a decision about how to act and so you are really using self-control.

E. Discussion

1. you have learned a system for maintaining self-control by telling yourself what to do when you think you need to control your behavior.

2. by following this procedure you are able to take a look at the situation, calm yourself down, relax, and solve the problem.

3. like anything else, however, you will not really feel comfortable using the START procedure until you have practiced it quite a bit.

4. we have practiced each step in class, but you have never had a chance to try it out with anyone outside of the classroom.

6. when you are confronted with a difficult situation, remind yourself that you know how to control yourself, and then use your self-control skills.

F. Model and Practice

1. Model

   a. with another teacher, act out the following situation: you are being told by the college registrar that you do not have enough credits to graduate.

   b. as you are confronted with this information, work through all the steps of the START procedure speaking your thoughts out loud so the students can hear what you are thinking.

2. Practice

   a. have students work in teams and go through the same role playing.

   b. give feedback until all students can work through the START procedure effectively.

3. Practice

   a. set up the following situation with the guidance counselor of your school: the student will be called to a conference with the counselor. The counselor will tell the student that because of a computer mistake the student does not really have enough credits to be promoted to the next grade (or to stay in the grade he is presently in).

   b. before this confrontation, let the student know what is going to happen. Tell the student that this is an exercise to give them practice in using self-control.

   c. tell the student his activities will be rated on a self-control checklist.

   d. communication is essential. Leave no loose ends. Make sure that both the student and the guidance counselor know what the purpose of this exercise is.

   e. give the student encouragement and support before he goes to see the counselor. Make the point that his preparation and practice should make him fell confident.

   f. have the counselor fill out the self-control checklist.

   g. give feedback for how the student can improve his self-control skills.

G. Summary

1. self-control can be developed with practice and preparation.

2. by practicing in real life situations, the student acquires the practice he needs to maintain self-control in all kinds of situations.

H. Assignment

1. have student fill out a self-control checklist on how he did in the conference.

Lesson 16

Materials Needed: copy of worksheet SC 6 for each student.

Time Required:

Lesson 45 mins.

Activity ________

Related Activities:

A. Objective

1. the student will demonstrate the use of self-control when confronted by an authority figure with an unpleasant situation, the details of which the student does not know in advance.

B. Introduction

1. in the last lesson the student went through a confrontation, the details of which he knew about in advance. He was also able to practice for the confrontation.
2. now the student will be asked to undergo another unpleasant situation. He will know who he will be dealing with, but he will be given no details about the nature of the problem, and he will get no chance to prepare for the specific situation.
3. in presenting this lesson to the student, encourage him to think about the START process and how he used it in the last lesson. Make the point that he does not need to know the details of a problem ahead of time to maintain control. By following the START procedure, he will be able to control his behavior until he finds out the details of the situation.

C. Review Assignment

1. have students describe their meeting with the guidance counselor.
2. what feelings were aroused?
3. how did the student behave?
4. go over the rating sheets and give feedback on how the student might improve his self-control skills next time out.

D. Review Previous Lesson

1. maintaining self-control is a matter of knowing what to do and then doing it.
2. you already know what to do because you know the steps of the START procedure.
3. by practicing these skills in real situations yo will become more proficient and confident in exercising self-control.

E. Discussion

1. in the last lesson you were put in a difficult situation which could have led to a loss of self-control. You could have gotten angry and stormed out of the room or started yelling and crying.
2. instead you took a look at the situation, calmed yourself down, relaxed, and tried to deal with the problem calmly and quietly.
3. you were well prepared for that confrontation because you knew what would happen when you went to see the guidance counselor, and we were able to practice for it.

4. in today's lesson you will be asked to go through another difficult situation and use your self-control skills. You will know who you will be working with, but you will not know what the situation will deal with, so you will not be able to practice what to say ahead of time.

5. you know the START procedure. You can use it successfully. Get ready to practice your skills.

F. Model and Practice

1. Model

   a. act out the following situation with a student who can use the START procedure: tell the student that you are sorry, but he will have to leave your class because he did not bring his books with him.

   b. have the student work through the START procedure, saying the steps out loud so that everyone can hear what he is thinking.

   c. have the student begin by being angry and then work towards getting control of his behavior.

2. Practice

   a. have students work in teams using the same situation.

   b. give feedback until all students can use the START procedure appropriately with this situation.

3. Practice

   a. set up the following situation with a regular teacher who has your students when they are in a mainstreamed class: the teacher will confront the student and tell the student he cannot stay in the mainstreamed class because he has not turned in an assignment.

   b. tell the student that some time in the day he will be confronted by the chosen teacher. Do not discuss the nature of the confrontation.

   c. remind the student that this is an exercise. This is a chance to practice the START procedure and self-control skills.

   d. remind the student to prepare himself for the encounter. Such preparation will make the exercise of self-control easier and the student whould approach the situation with confidence.

   e. have the regular teacher fill out a self-control checklist after the confrontation.

   f. give feedback based on the teacher's rating on how the student can improve self-control skills.

G. Summary

1. the student is getting a chance to practice self-control skills in real life settings.

2. this practice will exercise the student's skill and confidence in mastering his behavior in all kinds of situations.

H. Assignment

1. have the student rate his behavior during the confrontation on the self-control checklist.

Lesson 17

Materials Needed: copy of worksheet SC 6 for each student.

Time Required: Related Activities:

Lesson 45 mins.

Activity ________

A. Objective

1. the student will demonstrate the use of self-control when confronted with an unpleasant situation.

B. Introduction

1. in the last lesson the student knew that he would be dealing with a specific person in a difficult situation.

2. in this lesson the student is told only that some time in the day, something will happen, as in the last two lessons, which requires an exercise of self-control.

3. to the extent that the student realizes that there will be a need to use his self-control skills sometime in the day, he can prepare himself for whatever will occur.

4. again, the point should be made that using the START procedure can help maintain self-control in all kinds of situations. Whenever a difficult situation occurs, then the student should use the procedure. He does not need to know the details of the situation ahead of time becuase he already has learned the skills needed to control his behavior.

C. Review Assignment

1. have students describe their encounter with the regular teacher.

2. how did the use of the self-control skills keep the situation under control?

3. review the students' self-control checklist. Offer suggestions on how to improve.

D. Review Previous Lesson

1. by practicing the self-control skills in real life situations, you will be able to control your behavior in all kinds of situations.

2. you have already learned the skills needed, so you are prepared.

3. now you need practice so you feel comfortable using the skills.

E. Discussion

1. in this exercise, you must be prepared to use your self-control skills sometime during the day.

2. you will not know who or when the self-control situation will arise.

3. all you know is that sometime during the day a teacher will approach you and accuse you of doing something which you may not have done.

4. you have to be ready to control your behavior. Examine the situation. Calm yourself down. Relax. Decide what you would like to see happen, and then start to solve the problem.

F. Model and Practice

1. Model

   a. go through the steps of the START procedures: "Whenever I feel a need to control my behavior the first thing I do is tell myself, STOP, then I . . . "

2. Practice

   a. have students go through the procedure.

   b. give feedback until they all can do so correctly.

3. Practice

   a. set up the following situation with a teacher (or teachers) in the school: the teacher will stop students in your class (individually) and accuse the student of dropping a paper in the hall. After the student responds to their accusation calmly, the teacher will acknowledge that he has made a mistake and let the student go.

   b. tell the student that sometime in the day he will be confronted by a teacher and accused of something that he may not have done.

   c. he should take this opportunity to practice his self-control skills. Because he already knows what those skills are and has now used them several times, he should approach situation with confidence.

   d. after the confrontation, have the teacher fill out a self-control checklist.

   e. give feedback based on the teacher rating on how the student can improve his self-control skills.

G. Summary

1. by practicing his self-control skills the student is becoming much more accomplished at controlling his behavior.

2. as he becomes more accomplished at controlling himself, he should develop a feeling of pride, accomplishment, and confidence.

H. Assignment

1. have the student rate his behavior during the confrontation using the self-control checklist.

Lesson 18

Materials Needed: copy of worksheet SC 6 for each student.

Time Required:

Related Activities:

Lesson 45 mins.

Activity ________

A. Objective

1. the student will demonstrate the use of self-control when confronted with a difficult situation.

B. Introduction

1. in this final lesson, the student will be told only that sometime during the week he will have to use his self-control skills.
2. he will not be given any details about who or when the problem situation will arise.
3. make the point repeatedly during the week that the student is well prepared because he knows that to do.
4. make the point that the student is very skilled because he has had a lot of practice in how to use the skills and in fact, has used them in some real life situations.

C. Review Assignment

1. have students describe their encounter with the teacher.
2. how did they feel when they were falsely accused?
3. what would have happened if they had expressed their feelings without attempting to control their behavior?
4. review the self-control checklists and ask students how they can improve.

D. Review Previous Lesson

1. self-control is exercised when you manage your behavior and decide how to act before you do anything.
2. the START procedure is a method of helping you remind yourself of what to do when you feel you need to exercise self-control in a difficult situation.
3. with practice you have become skillful at using self-control.

E. Discussion

1. you all know what to do to use self-control in difficult situations, because you all know every step in the START process.
2. not only do you know what to do, you know how to do it because you have practiced using these skills in all different kinds of situations.
3. because you know what to do, you are very well prepared to handle difficult situations.
4. because you know how to use the skills and have practiced these skills, you should feel confident that you will be able to control yourself.

5. remind yourself that you are responsible for your actions. Since you are responsible for your actions it makes sense that you should control your actions and decide how you will behave in all situations.

F. Model and Practice

1. Model

    a. go through the START procedure one last time.

2. Practice

    a. have students go through the START procedure.

3. Practice

    a. set up the following situation with the Dean of Students: the Dean will call the student to his office and tell him that he has heard about a fight the student has been involved in on school grounds. If it is true the student will be suspended. After the student demonstrates self-control and calmly informs the Dean that it is not true, the Dean offers profuse congratulations on the student's incredible control, and sends the student back to class.

    b. tell students that sometime during the week they will find themselves in a situation where they are threatened with being suspended.

    c. since they have no idea of when or by whom this threat will be made, they must be ready at all times.

    d. because they know what to do and how to do it, they should feel confident that they will be able to handle their behavior well in the situation.

    e. after the confrontation, have the Dean fill out a self-control checklist on the student.

    f. give feedback to the student on how to improve his skills.

G. Summary

1. the student knows what to do to maintain self-control: he is prepared.

2. the student has practiced using his START skills: he should be confident.

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Problem Solving

Introduction

Interpersonal problem solving skills form the core of this curriculum. The skills presented here are designed to give students a model for solving interpersonal problems which is applicable to all situations rather than to any specific type of problem. The seven step process begins with learning how to identify relevant features of a problem so that the student can accurately start to solve the problem. Once the problem is clearly identified, the student is taught to set a goal which indicates how the student can accurately start to solve the problem. Once the problem is clearly identified, the student is taught to set a goal which indicates how the student wants the problem resolved. The third step of the model is the generation of alternative solutions. At this point the student is taught to come up with a number of solutions to a problem. Too often, the emotionally handicapped student only sees one way to cope with a problem. If problems are to be dealt with effectively, the student must be able to come up with several solutions. Different situations require different styles of coping. The student who typically solves all of his problems with aggression will find that such solutions are not effective in getting him what he wants in a way that does not get him in trouble and in a way that does not harm others. By generating a number of solutions to a problem, the student is given a choice about how he will act.

The next step in the process is anticipating the consequences of each possible solution. This is an important skill because these anticipated consequences will provide the student with information that will be used in the next step of the model, choosing the best solution. In choosing the "best" solution the student must make a decision. His decision will be based on the information he has regarding the consequences of the possible solutions and on his value system. As a general rule the teacher must guide the student to choose solutions which are both effective in helping the student achieve his goal and which do not do harm to others. If there are no solutions which fit these guidelines, then it may be necessary to find new solutions or to change the goal. Where the student's value system does not lend much weight to the rights of others then the teacher must inusre that these are considered. As a pragmatic matter the teacher can start by showing the student that solutions which harm others will eventually harm the student's life in school.

After choosing a solution, the student is taught to make a plan and then implement his solution. The plan is simply a step by step listing of how the solution will be implemented so that the student has a clear understanding of what he is going to do to solve his problem. The final step in every plan should be what the student will do if the solution does not work out as anticipated. Students must know that not all solutions work as planned and they must be prepared for this eventuality. After implementing the solution, the student decides whether or not his goal has been achieved and, if not, what to do about it.

As in the self-control unit, learning the problem solving process requires a great deal of practice before if it becomes an automatic part of the student's interpersonal behavior repertoire. Initial instruction should focus on acquisition of the knowledge and skills involved. Then instruction should focus on practicing these skills in role play situations in the classroom. Eventually attempts should be made to have the student use the problem solving model in real life settings. The confidence and facility required to use this type of procedure will come only with practice. If it is to be taught successfully, the teacher must adopt a problem solving attitude in the classroom. Use of a problem solving procedure of this type must become a pervasive part of the classroom so that the students can see it being used in a natural way.

The Problem Solving Unit uses videotapes from the "On The Level" series (produced by the Agency for Instructional Television) as instructional tools in presenting some of the skill lessons. These tapes are geared for high school students and depict such students involved in interpersonal problem situations. In teaching the lessons it should be remembered that the specific content of the tapes is less important than getting students to discuss and practice the skills which are the focus of the lessons. The goal of this entire curriculum is to get students to approach interpersonal problems in a new way. We want students to see such problems as events to be solved and not as threats which require retreat or attack. Students must learn to respond to interpersonal problems using the skills and knowledge presented in this curriculum. If they are to become socially competent their response must be rationally considered and not just an impulsive reaction. With practice and encouragement, interpersonal problems can be dealt with successfully.

PROBLEM SOLVING OBJECTIVES

GOAL: the student will develop the skills needed for resolving interpersonal problems in a manner which is acceptable to all participants.

LESSON OBJECTIVES

1. the student will define problem solving.
   the student will list several reasons for using problem solving.
2. the student will identify and describe the seven steps in the problem solving procedure.
3. the student will describe and use in class the first step in the problem solving procedure, identify the problem.
4. the student will describe and use in class the first step in the problem solving procedure, identify the problem.
5. the student will identify and use in class the second step in the problem solving procedure, choose a desirable outcome.
6. the student will identify and use in class the second step in the problem solving procedure, choose a desirable outcome.
7. the student will identify and use in class the third step in the problem solving process, generate alternative solutions.
8. the student will identify and use in class the third step in the problem solving process, generate alternative solutions.
9. the student will identify and use in class the fourth step in problem solving, anticipate consequences.
10. the student will identify and use in class the fifth step in problem solving, choose the best solution.
11. the student will identify and use in class the sixth step in the problem solving process, make a plan to implement the solution.
12. the student will identify and use in class the sixth step in the problem solving process, make a plan.
13. the student will identify and use in class the seventh step in problem solving, evaluate the plan.
14. the student will identify and use in class the seventh step in problem solving, evaluate the plan.
15. the student will use the problem solving procedure to develop and implement a solution to the problem of trying to join a group activity.
16. the student will use the problem solving procedure to develop and implement a solution which requires an assertive response.
17. the student will use the problem solving procedure to solve the problem of being teased by others.
18. the student will use the problem solving procedure to solve the problem of being wrongfully accused of misbehavior.

Lesson 1

Materials Needed: 1. list of riddles (Activity C) written on poster.
2. chalkboard and chalk to write down clues.

Time Required:
Lesson 40 mins.
Activity 20 mins.

Related Activities:

A. Objective

1. the student will define problem solving.

2. the student will list several reasons for using problem solving.

B. Introduction

1. problem solving is the process of examining a problem for the purpose of finding an acceptable solution.

2. the type of problem solving which will be covered in this unit is social or interpersonal problem solving. Social problem solving is concerned with the resolution of problems which occur between people. These problems differ from purely cognitive problems because they are often infused with emotions.

3. social problem solving is an important part of everyone's life. Most people learn to solve problems as a normal part of their life development. The EH student has not learned the skills needed to solve social problems. The purpose of this unit is to teach those skills.

4. while many of the problems faced in social situations can be anticipated or considered ahead of time, an important function of problem solving is its use as a step following self-control procedures. In this role, the student finds himself in a difficult social situation and exercises self-control to gain mastery over his actions. Once the student has calmed down, he can begin to find a rational solution to his problem using the problem solving procedure. If you have just finished the self-control unit, the role of problem solving, as a step to follow self-control, should be emphasized.

5. problem solving allows the student to find rational and acceptable means of resolving problem situations. Because of this it is a powerful tool for bringing difficult situations to a peaceful conclusion. Becuase the method which will be presented for solving problems is general in nature, the student will be able to use the procedure in all situations.

6. in learning to use problem solving, the student should be encouraged to actually talk to himself, reminding himself of each step in the process. This will be awkward at first, but with practice the procedure will be automatic.

C. Review Assignment

1. no assignment.

D. Review Previous Lesson

1. no previous lesson.

E. Discussion

1. we will be learning a procedure that can be used to help solve some of the problems we often encounter. When we use the procedure we will be doing something called "problem solving".

2. problem solving is the process of examining a problem for the purpose of finding an acceptable solution.

3. it's a "process" because it is something with several steps that we actually follow.

4. "examining" means that we look at the problem carefully and decide what is going on and what we want to happen.

5. "finding" a solution means that we look at a lot of different possible ways the problem could end and then figure out how we can get to those conclucions.

6. a solution is "acceptable" if we decide that it meets our needs.

7. the "problems" we will look at are not math problems, but the kinds of problems that we have with other people.

8. there are a number of reasons for learning how to use problem solving.

    a. it lets us decide on how we would like a problem to be solved instead of leaving it to someone else.

    b. it lets us choose the solution that is best for us.

    c. it lets us solve problems without making trouble for ourselves.

    d. it helps us get along better with friends and teachers because we can solve problems in a way that is not offensive.

F. Model and Practice

1. Model

    a. what is problem solving?

    b. problem solving is a process of examining problems for the purpose of finding acceptable solutions.

2. Practice

    a. have students respond to the question what is problem solving?

    b. give feedback until student responses include the concepts of problem solving being a process that examines problems looking for solutions.

3. Model

    a. why is problem solving useful?

    b. problem solving is useful because it lets us choose how to resolve a problem; it lets us pick the solution that is best for us; it lets us solve problems without making trouble for ourselves; it helps us get along better with friends and teachers because we can solve problems in a reasonable manner.

4. Practice

    a. have students respond to the question why is problem solving useful?

    b. give feedback until student responses include the idea that problem solving is useful because it improves interpersonal relationships.

G. Summary

1. problem solving is the process of examining problems for the purpose of finding acceptable solution.
2. problem solving is useful because:
   a. it lets us choose a solution.
   b. it lets us choose a solution which is best for us.
   c. it lets us solve problems without making trouble for ourselves.
   d. it improves our relations with others because we can solve problems in a friendly manner.

H. Assignment

1. describe a problem situation you have had with a friend or teacher.
2. what was the problem and how did it end?
3. did you think about the problem before you acted?
4. how did you try to solve the problem?

ACTIVITY

A. Discussion

1. problem solving is a conscious effort to find solutions to problems.
2. groups of people can get together to solve problems, but to do so they must work cooperatively.
3. to work cooperatively on a problem the following rules should be followed:
   a. only one person should talk at a time.
   b. everyone should be given a chance to speak.
   c. all contributions should be accepted.
   d. discussion should stay on the topic.

B. Riddles

1. a riddle is a problem which is fun to solve.
2. to solve a riddle do the following:
   a. figure out what the problem is.
   b. figure out what information is given and list.

        c. figure out what information is not given and list (ask: who, what, where, when, why, how).

        d. ask questions of the teacher to get clues. The teacher can only answer yes or no and can indicate that the question is important or on the wron track.

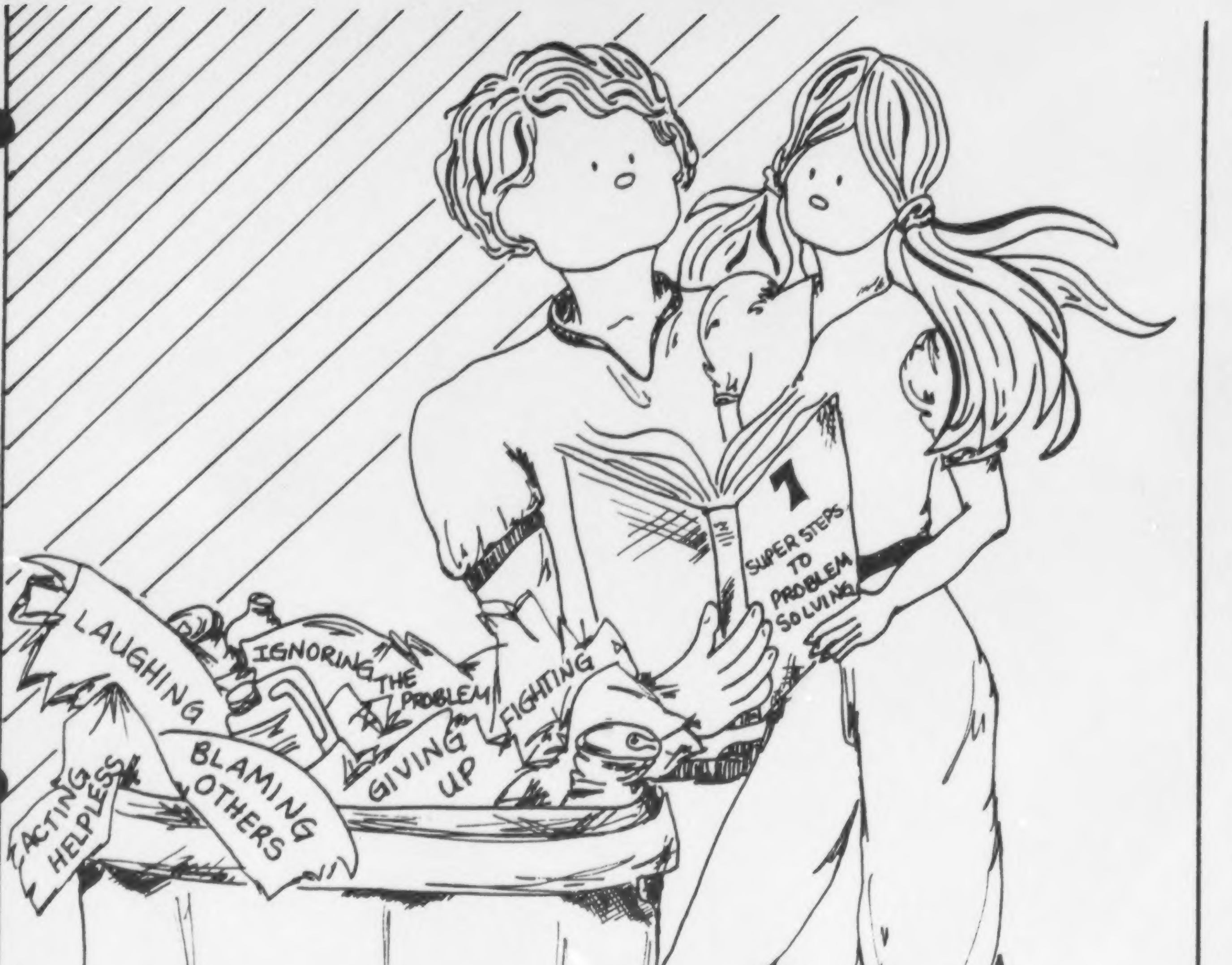
3. read the first riddle and help student work out the answer.

    a. make the point that the riddle can be solved by making a conscious, systematic effort.

    b. make the point that for a group to solve a problem, it must work cooperatively.

C. The Riddles

See the riddles in The Other Side of the Report Card by Larry Chase, published by Goodyear Publishing Company, Inc., Santa Monica, California in 1975, page 121.


LAUGHING
IGNORING THE PROBLEM
FIGHTING
GIVING UP
BLAMING OTHERS
ACTING HELPLESS
7 SUPER STEPS TO PROBLEM SOLVING
THE OLD SOLUTIONS

Lesson 2

Materials Needed:
1. copy of worksheets PS 1 and PS 2 for each student.
2. list of problem situations (Activity C) on board.

Time Required:
Lesson 35 mins.
Activity 20 mins.

Related Activities:

A. Objective

1. the student will identify and describe the seven steps in the problem solving procedure.

B. Introduction

1. problem solving consists of the following steps:

   a. identifying the problem.

   b. choosing a desired outcome.

   c. generating several possible solutions for reaching the outcome.

   d. anticipating the consequences of each solution.

   e. choosing the best solution.

   f. making a plan to implement the solution and then implementing.

   g. evaluating the plan.

2. in order to become fluent in the use of problem solving the student must first learn what the steps are. This lesson has as its purpose introducing all the steps of the process. Later lessons will take up each step, explain what is involved, and give practice in its use.

C. Review Assignment

1. have students describe the problem situations in which they were involved.

2. was the problem solved so that everyone involved was satisfied?

3. what could have been done to insure a successful solution?

D. Review Previous Lesson

1. problem solving is the process of examining a problem for the purpose of finding an acceptable solution.

2. problem solving is useful because it enables us to choose our own solution to a problem whih which is best for us; it enables us to solve a problem without causing trouble for ourselves; it improves our relationships with friends and others because we can solve problems in a friendly manner.

E. Discussion

1. problem solving has seven steps:

   a. identifying the problem.

   b. choosing a desired outcome.

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   c. generating several solutions.

   d. anticipating consequences of each solution.

   e. choosing the best solution.

   f. making up a plan to implement the solution and implementing.

   g. evaluating the plan.

2. the first step, identifying the problem, consists of specifying exactly who and what is involved in a problem situation. If this not made clear you will never know exactly what it is you have to solve.

3. once the problem is clarified, you must decide on how you would like to see the problem resolved. What would you like to happen? You must decide on a desirable goal, so that you can make plans to reach that goal.

4. if you know how you want the problem to end, you can then think of possible solutions. Do you want to get an A on your math test? Then you can do that by studying hard, or cheating, or just crossing out your real mark and putting down an A. All of these are possible solutions to reach the goal of an A on the math test.

5. for each solution you come up with you should figure out what will happen. If you cheat on the math test you will get an A or you will be caught and get an F. That's the consequence of cheating.

6. once you have seen all the consequences of your solutions, you have to choose the solution which you think is best. You want an A, and you do not want to take a chance getting caught cheating. Your best solution is to study hard.

7. you want to study hard, so you need a plan to do that. You set up a schedule when you can study in a quiet place. Your plan should tell you what to do to put your solution to work. Once you have your plan you can put it in action.

8. after you have tried out your plan you have to ask yourself: did it work? Did I reach my goal? If you did you can stop. If you did not reach your goal you should go back and try another solution.

9. if you learn and practice the seven steps in problem solving, you will become very good at finding solutions to problems that are effective and acceptable.

F. Model and Practice

1. Model

   a. what are the seven steps in problem solving?

   b. identify the problem, choose a desired goal, make up several solutions, anticipate the consequences of each solution, choose the best solution, make up the plan and implement the solution, evaluate the plan.

2. Practice

   a. have students respond to the question: "What are the seven steps in the problem solving process?"

   b. give feedback until all students can recite all seven steps in the process.

G. Summary

1. problem solving consists of:
    a. identifying the problem.
    b. choosing a desired goal.
    c. generating alternative solutions.
    d. anticipating the consequences of each solution.
    e. choosing the best solution.
    f. making a plan to implement the solution, and implementing.
    g. evaluating the plan.

H. Assignment

1. describe a problem situation in which you are involved and answer these questions:
    a. what was the problem?
    b. what did you want to happen?
    c. what were three possible solutions?
    d. what would have happened if you used each of these solutions?
    e. what is the best solution?
2. how did the problem actually end?

ACTIVITY

A. Discussion

1. the problem solving process consists of a number of steps which help us arrive at reasonable solutions to problem situations.
2. we will be reviewing the different elements of problem solving using visual aids and activities.

B. Procedure

1. review steps in problem solving procedure using teacher and/or student made posters or overhead transparencies. (The steps are listed at the end of this lesson on a sheet which can be used to make a transparency, worksheet PS 2)
2. complete worksheet PS 1 and review answers.
3. solve the problem situations by filling out worksheet PS 2 for each problem. Work as a group or individually.

C. Problem Situations

1. a student steals a pen from the teacher's desk. Two days later the teacher sees you with a pen like hers. Will you tell who stole the pen? How will you solve this problem?

2. You are angry at the teacher because she won't help you with some work you don't understand, yet, she continuously helps another student. How would you handle this problem? Can you come up with more than one solution?

3. You want to watch a different TV show than your brothers and sisters. Who solves this problem? Can you come up with more than one solution?

4. You have to do chores at home. You have so many to do that you have very little time to do the things you'd like. Solve this problem.

5. You like a (girl/boy). Your best friend knows how much you like this person. Now, your best friend has decided she/he would like this person to be his girlfriend/boyfriend. How would you solve this problem?

6. You **really** want to go skating Friday night, but your mom has said NO. What can you do to convince her to change her mind? (Make up a reason why she said no.)

D. Worksheet PS 1 Answers

1. identify
2. outcome
3. solutions
4. consequence
5. satisfaction
6. plan, implemented
7. evaluated
8. improve relationships, find best solutions, keep us out of trouble
9. choose
10. acceptable

Lesson 3

Materials Needed:
1. videotape "A Little Help from My Friends."
2. list of one line problems (Activity D) written on board.
3. school newspaper for each student.

Time Required:
Lesson 45 mins.
Activity 20 mins.

Related Activities:
SC 8

A. Objective

1. the student will describe and use in class the first step in the problem solving process. identify the problem.

B. Introduction

1. a problem cannot be solved if it has not been identified. The first step for solving interpersonal problems is identifying the problem clearly. This means that the problem must be clearly stated and all relevant aspects of the problem identified.

2. in teaching students to identify the problem, there should be an emphasis on simplicity. That is, only one problem at a time should be identified and considered and not all of the (often relevant) problems that may be associated with the primary problem. If someone steals our wallet, we should be concerned with how we will solve that specific problem and not with the social and economic problems that caused the person to steal. These other problems are important too, but not immediately relevant.

3. by having students pinpoint the exact problem with which they are involved, they will be more likely to solve the problem effectively.

4. this lesson and some that follow use videotapes as a point of discussion. Remember, the videotape is a tool to get students to learn and to practice specific problem solving skills. The issues raised in the videotapes are interesting but these issues are of secondary importance. Primary concern should be on the objective of the lesson and on getting students to master skills.

C. Review Assignment

1. have students describe the problems in which they were involved.

2. ask other students to describe how they would have solved the problem.

D. Review Previous Lesson

1. problem solving is the process of examining a problem for the purpose of finding an acceptable solution.

2. the seven steps in problem solving are:

   a. identify the problem.

   b. choose a desired goal.

   c. generate alternative solutions.

   d. anticipate the consequences of each solution.

   e. choose the best solution.

f. make a plan and implement.

g. evaluate the plan.

E. Discussion

1. you cannot solve a problem if you do not know what the problem is. The first step in solving a problem is figuring out exactly what the problem is.

2. when you find yourself in a problem situation with someone else, first try to identify how you feel. Are you angry, happy, confused, etc. Next, identify what is causing this feeling and who is involved. Maybe you are angry because John hit you. Or perhaps you are embarassed because you tore a hole in your pants and your friends will laugh at you. Whenever you identify a problem make sure you describe how you feel, why you feel that way, and what other people might be involved.

3. when you identify the problem make sure you can describe the problem in one or two sentences. It is important to focus your attention directly on the problem and not on some other issues.

4. introduce the videotape "A Little Help From My Friends."

   a. the tape you are about to see shows several people with problems: Hector, Beto, the uncle, Theresa.

   b. while you watch the tape try to figure out what the problem is. Each person will have a different problem that is causing them trouble. What is Hector's problem? What is Beto's problem? How about the uncle's and Theresa's?

5. play the videotape "A Little Help From My Friends".

6. discuss the videotape focusing on the uncle's problem.

   a. how does the uncle feel? The uncle is angry.

   b. why? Because he might lose a big account since the shipment was not made.

   c. who is involved? Hector and Beto are involved. The uncle is angry at them because they did not make the shipment.

   d. identify the problem: The uncle is angry at Beto and Hector because they did not make the shipment and he might lose an account.

7. by identifying the problem, the uncle would be able to solve it. He knows that he is angry at Hector and Beto and he knows he does not want to lose any more accounts because of them. How does he solve this problem? He fires the boys. This gets rid of some of his anger and makes sure the problem won't reoccur.

F. Model and Practice

1. Model

   a. taking Hector's point of view, verbalize how you would identify the problem. make sure you include a description of how Hector would feel, why, and who else is involved. After you present the model, explain it to the students so they can pattern their practice on your model.

      i. "I have a problem. Beto just pushed me in the water and I'm angry. I don't ever want this to happen to me again." OR

      ii. "I have a problem. Beto hates my guts because I keep letting him down. I'm losing my best friend and that makes me sad." OR

iii. "I have a problem. Theresa hates my guts because I've treated her like dirt. She's never going to see me again and I'm unhappy."

2. Practice

    a. have students take Beto's point of view and identify the problem from his perspective.

    b. repeat, only this time have students identify the problem from Theresa's point of view.

    c. give feedback to students until all students can accurately identify the problem. Make sure that each student identifies the problem by identifying a feeling, a reason for the feeling, and the other people involved.

    d. have students identify recent problems that they have been involved with.

3. Model

    a. taking Hector's role, tell Beto what the problem is.

        i. "Beto, I've got a problem. You don't want to be my friend any more because I've let you down. This makes me sad."

4. Practice

    a. have students take the role of the uncle, Beto, and Theresa. In each role have them tell Beto what the problem is.

G. Summary

1. you cannot solve a problem if you have not identified the problem.

2. to identify a problem identify how you feel, why you feel that way, and who is involved.

H. Assignment

1. describe 3 situations with other people that caused you trouble.

2. what was the problem in each situation.

ACTIVITY

A. Introduction

1. we are going to describe and use the 1st step in problem solving, identify the problem, by finding out:

    a. who's involved and

    b. what exactly is the problem.

    c. sometimes we tend to be too embarrassed to state our own problems so we say, "My friend's problem is . . ." or "I know someone that does not get along with their parent." There is a list of problems on the board that could be personal, but they are not directed at any one person. They may be relevant to your problems, but not directly related.

B. Discussion

1. students should discuss why it is so important to know exactly what the problem is. By finding out **what** the problem is, you can find out **who** has the problem.

2. Discuss why it matters if it's your problem or someone else's.
    a. If it's someone else's problem they might not want you help or they might become even more frustrated.
    b. You'd become frustrated at them for not taking and using your advice.
    c. If the problems are someone else's and not yours, then the solutions might be different for you.

C. Identify the Problem

1. put a list of one-liners on the board.
2. each student should select 5 out of 10 that might be relevant to them - they should identify and write down the problem and who has the problem.
3. discuss each one.

D. One-Liners

These short one-line problems make it easy for students to identify the problem because they are simple and deal with only one problem.

1. I'm afraid to ask questions in class.
2. I would like to go to the Prom, but I don't have anyone to go with.
3. I was stopped by the police and now I might be in trouble.
4. I yelled at my parents and now I'm on restriction.
5. I forgot to clean my room.
6. I forgot to take out the garbage.
7. I'm not doing as good as I'd like to in school.
8. I know a lot of people, but I feel I don't have any friends.
9. Seems like I can never please my parents.
10. It seems like my brothers/sisters get their way more than I do.
11. I would like to go out, but my parents won't let me.
12. I'd like to get a job, but I'm too young.
13. My parents do not like my friends.

E. Other Problems

1. have students observe school campus and listen before school, after school and during lunch for problems that their friends and peers seem to be having. Identify the exact problem in each situation.
2. read the school newspaper to find out some of the problems around school such as: tardies, lunchroom behavior problems and bathroom graffiti. Identify the problem and the owner of the problem.

Lesson 4

Materials Needed:
1. magazine ads for problems. (i.e., acne, dandruff, oily hair, headache, overweight, etc.).
2. list of want ads.
3. song lyrics.

Time Required:
Lesson 30 mins.
Activity 30 mins.

Related Activities:

A. Objective

1. the student will describe and use in class the first step in problem solving, identify the problem.

B. Introduction

1. the clarification and specification of the problem is essential to effective problem solving. By making clear what the problem is, the student is better able to choose a desirable outcome and an effective solution.

2. in specifying the problem the student should be able to answer the questions: "What am I feeling? Why do I feel this way? Who is involved?"

C. Review Assignment

1. have students describe their problem situations.

2. who was involved and what was going on?

D. Review Previous Lesson

1. problem solving is a seven step process for examining a problem to find an acceptable solution.

2. the first step in the process is to identify the problem.

E. Discussion

1. the first step in solving a problem is to identify the problem. It is not enough to say "Boy, I'm really angry at Jeff." This kind of problem doesn't lead to any solution. We have to say not only who is involved, but also what is going on to cause a problem. "Boy I'm really angry at Jeff because everytime I try to talk to Denise, Jeff butts in and takes her away." This type of statement tells what you are feeling, why you are feeling that way, and who is involved.

2. when identifying a problem make sure you know who is a part of the problem and what is going on to cause you to believe there is a problem.

3. when you identify a problem you should be careful to single out only one problem at a time. Often, one problem is associated with another problem. If you want to solve problems effectively just work on one problem at a time.

F. Model and Practice

1. Model

a. the first step in solving a problem is to identify the problem. How can we be sure we've identified the problem?

    b. to identify a problem we must identify what we are feeling, why we feel that way, and who is involved.

  2. Practice

    a. have students respond to the question.

    b. give feedback until all students include in their answers reference to how they feel, why they feel that way, and who is involved.

  3. Model

    a. describe a problem situation with at least one irrelevant aspect.

    b. identify the problem and the irrelevant aspect. (John is unhappy because he wants to go to the movies but he has no money. Mark has $10.00 and got an A on his math test. The problem: John needs some money and Mark has some. Irrelevant: Mark got an A.)

  4. Practice

    a. describe several problem situations including in each an irrelevant fact.

    b. have students identify the problem noting what the feeling is, why it is there, and who is involved. Also indicate what is the irrelevant fact.

    c. give feedback until the problem is correctly identified and the irrelevant fact noted.

G. Summary

  1. to identify a problem we must identify what we are feeling, why we feel that way and who is involved. We should disregard irrelevant facts.

  2. when identifying a problem to be solved, it is best to focus on one problem at a time.

H. Assignment

  1. watch a TV show and identify the problems that come up.

  2. who had a problem?

  3. what were they feeling?

  4. why did they feel this way?

  5. who else was involved?

  6. state the problem.

ACTIVITY

A. Discussion

1. the first step, identifying the problem, consists of specifying exactly who and what is involved in a problem situation. If this is not made clear, you will never know exactly what it is you have to solve.

2. explain to students that you will be reviewing different situations in which they will identify the problem or problems.

B. Purpose of Activity

1. this activity will give students the opportunity to identify a problem, specifically who and what is involved, in a variety of problematic situations. (It is not the purpose of this activity to provide solutions for the problems.)

C. Activity: In each of the following activities, have the students discuss who is involved and what is going on.

1. Cut out magazine ads for problems such as acne, dandruff, oily hair, psoriasis, body odor, weight, headache, etc. Have students identifying who is involved and what is going on.

2. Assign students to listen to and write down lyrics of popular songs that express feelings about an individual problem or a problem of society. Have them identify who is involved and what is going on. Cut out variety of want-ads, particularly those under "Help Wanted" and "Items Needed." Have students identify possible problems that may have existed that resulted in placing the ads. Be sure they say who might be involved and what may be going on.

4. Have students name a television show or popular movie in which the story-line presents a problem. (Examples: "Smokey and the Bandit" "Dallas", "Dukes of Hazzard"). Have students identify one or more problems and include who is involved and what's going on.

5. Make up problem situations. Have students identify who is involved and what is going on.

   Problem situations:

   a. Jim is in a foreign country. It is time to eat and he only has American money.

   b. David calls Jane and asks her for a date. She says, "No, I've just washed my hair." He calls again a week later and she says, "My hair is still wet."

   c. The teacher disciplines you because he thinks your work is too good to be original. It is, in fact, your own work.

   d. Someone of your own age with whom you are friendly appears to be very upset for some reason unkonw to you.

   e. You were cat-sitting for your neighbors and the cat disappears.

Lesson 5

Materials Needed:
1. videotape "Daddy's Little Girl."
2. copy of picture puzzles (Activity C) for each student.

Time Required:
Lesson 45 mins.
Activity 20 mins.

Related Activities:

A. Objective

1. the student will identify and use in class the second step in the problem solving process, choosing a desirable outcome.

B. Introduction

1. after identifying the problem the student must decide how he would like the problem solved. If the problem is that he will get in trouble if he fails his math test, then a desirable outcome would be to get a passing grade on the test.

2. in choosing a desirable outcome, the student should attempt to settle on an outcome that is realistic. Getting an A on the math test may be very unrealistic and so setting the goal as a passing grade would be more rational approach.

3. choosing the desired outcome is an important step in problem solving because it gives the student a goal which can be the target of the problem solving process. Without such a goal the process is without direction. Further, the effectiveness of the final solution can be determined only by comparing the actual outcome of the problem with the desired outcome.

C. Review Assignment

1. have students describe the problems they observed on TV.

2. point out that every problem involving people involves feelings.

D. Review Previous Lesson

1. problems cannot be solved until they are identified.

2. to identify a problem, identify how you feel, why you feel that way, and who else is involved.

E. Discussion

1. once you have identified the problem you have to decide on how you would like to see it resolved. This does not mean coming up with a solution. That comes next. What you have to do now is decide on a goal. Suppose your problem is that you feel unhappy because all your friends can beat you on the Pac Man games. Your goal would be to be able to beat at least one of your friends.

2. in choosing goals, you should remember to be realistic. If you're poor you might dream about being a millionaire, but this is probably not a realistic goal. You would be better off setting a smaller goal, such as saving $100.00.

3. another thing to keep in mind in setting goals is to set goals which get you what you want without hurting others. If your goals involve hurting other people, then they will eventually set goals to hurt you. Keep your goals positive so that your problems can be solved without hurting others.

4. introduce the videotape "Daddy's Little Girl."
    a. the tape you are about to see shows a young girl, Jean, who is having a problem with her father, Mac.
    b. as you watch the tape identify the problem from Jean's point of view and from Mac's point of view.
    c. after you have identified the problems, decide on a goal. What is a goal that Jean would like to see? What goal would Mac set for himself?
5. play the videotape "Daddy's Little Girl."
6. discuss the problem and a desired goal from Mac's point of view.
    a. Mac is angry because Jean has lied to him and gone to the concert. Mac would like Jean to stay at home and do what she is told. OR
    b. Mac is afraid that he is losing Jean because she is growing up. He would like her to remain a little girl. OR
    c. Mac is unhappy because Jean has not come home after the concert. Mac would like Jean to come home.
7. after identifying a problem you must set a goal. Keep your goal simple, realistic, and positive.

F. Model and Practice
1. Model
    a. taking Jean's point of view describe her problem with her father when he smells beer on her after the movie. ("I have a problem. I'm upset because my father smelled beer on me and thought I was drinking." OR "I'm angry because I've been grounded by Dad.")
    b. describe a desired goal for the problem. ("I don't want my father to think I was out drinking." OR "I don't want to be grounded.")
2. Practice
    a. taking Jean's point of view, have students describe Jean's problem with her father when her father sees her after the concert.
    b. have students describe a goal Jean might have for this problem.
    c. repeat this practice of identifying a problem and a desired goal having students take Jean's point of view.

G. Summary
1. after identifying a problem you must choose a desired goal.
2. you goal must be realistic and it must be positive in that it should not do harm to others.

H. Assignment
a. describe a problem situation in which you were recently involved.
2. what were you feeling, why, who was involved?
3. what was you desired goal?
4. did you reach your goal?

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ACTIVITY

A. Discussion

1. choosing a desired outcome is deciding how we would like the problem solved.

2. when choosing an outcome, it's very important that the outcome chosen can be attained.

3. by choosing a desired outcome, the problem solving process is given both a direction and a goal. The student can also see how effective the problem solving process was by comparing the actual outcome to the desired outcome chosen.

B. The riddles

1. the desired outcome for some problems are easily found: others are much more difficult to find.

2. by solving the riddles, the student will be provided practice, while having fun, in the process of choosing a desired outcome.

3. solve the following riddles. Clues will be given if needed.

   a. price list.

      1. a woman goes into a hardware store to buy something for her house. She asks the clerk the price of the item and the clerk replies, "The price of one is twelve cents, and the price of a hundred forty-four is thirty-six cents." What does the woman want to buy? (ans. house numbers) (clues: numbers, address).

   b. horseplay

      1. an aged and, it appears, somewhat eccentric king wants to pass his throne on to one of his two sons. He decrees that a horse race shall be held and that the son who owns the slower horse shall become king. The sons, each fearing that the other will cheat by having his horse go less fast than it is capable of, asked a wise man's advice. With only two words the wise man insures that the race will be fair. What does he say? (ans. switch horses).

   c. truth or consequences

      1. a smart explorer is captured by savages who order him: "Make a statement. If what you say is true, you will be hanged. If it is false, you will be shot." What does the explorer say? (ans. I will be shot).

   d. burned up

      1. how many cigars can a hobo make from twenty-five cigar butts if he needs five butts to make one cigar? (ans. six).

   e. coin trick

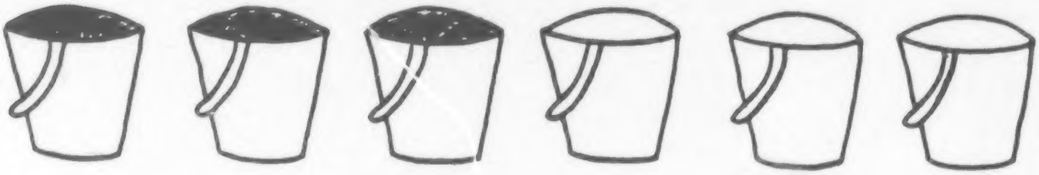
      1. you have thirty-five cents in two coins. One of them is not a quarter. What are the coins? (ans. coin that is not a quarter is a dime, the other of course, is a quarter).

C. Picture Puzzles

1. choose the desired outcome by solving the picture puzzle

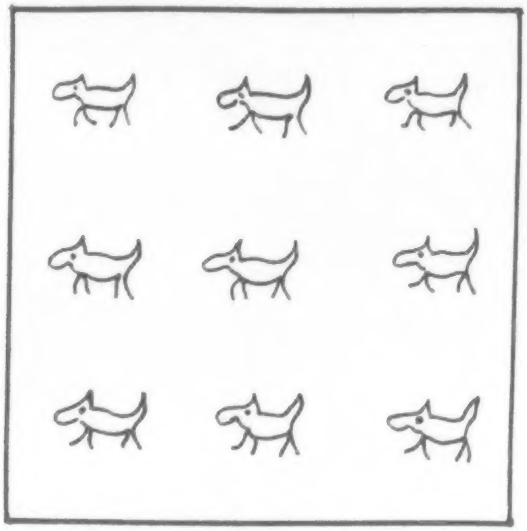
a. Moving Experience

by moving only one pail, line them up so that full pails and empty ones alternate.



b. Wolf Pen

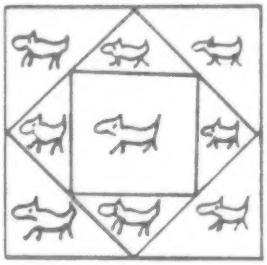
Nine wolves are in a square enclosure at the zoo. Build two more square(s) enclosures and put each wolf in a pen by itself.



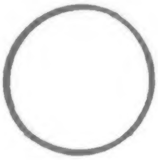
D. Picture Puzzle Answers

1.a. pour pail No. 2 into pail No. 5, and then return No. 2 back to its place.

b.



2.



Lesson 6

Materials Needed; 1. list of decision situations (Activity B.2 written on posterboard or overhead.)

Time Required:		Related Activities:
Lesson	30 mins.	
Activity	30 mins.	

A. Objective

1. the student will identify and use in class the second step in problem solving, choosing a desired outcome.

3. what other outcomes are possible.

D. Review Previous Lesson

1. problem solving is a seven step process for examining a problem to find an acceptable solution.

2. the first step in solving a problem is to identify the problem.

3. the second step is to choose a desired outcome.

E. Discussion

1. after a problem is identified, you have to decide on how you would like to see the problem solved. You have to choose a goal that is acceptable to you and realistic.

2. sometimes you will find that a problem has several possible outcomes. You cannot try to achieve every goal. You have to decide ont he goal that is best for you and least offensive to other people.

3. in the tape we last saw "Daddy's Girl", Jean could have taken the bus and left home. This goal may have solved the problem for Jean, but it would also have hurt her parents very much. So she chose a different goal and went home. In choosing a goal, you should pick a goal that can help you, that can be reached, and that will not hurt other people needlessly.

F. Model and Practice

1. Model

   a. what are the first two steps in problem solving.

   b. identify the problem, choose a desired outcome.

2. Practice

   a. have students respond to the question.

   b. give feedback until all students can name the first two steps.

3. Model

   a. describe a problem situation which could have more than one outcome.

   b. identify the problem.

   c. identify two possible outcomes.

d. choose one outcome and give a reason: (i.e., "My father wants me to go to New York for Christmas so he can see his grandson. I want to go to Atlanta for a vacation. My problem is that if I go to Atlanta for a vacation, I'll get in trouble with my father. One outcome to the problem is to go to New York so my father doesn't get mad. Another outcome is to go to Atlanta so I can have a vacation. I have chosen to go to New York because it will make my father happy and I can go to Atlanta some other time,").

4. Practice

   a. describe several problem situations encountered by students (use examples they volunteer).

   b. have students identify the problem.

   c. have students identify at least two possible outcomes.

   d. have students choose one outcome and give a reason for the choice.

   e. give feedback until students choose outcomes which are desirable, realistic, and which do not cause needless injury to anyone else.

G. Summary

1. the second step in problem solving is to choose an outcome to the problem which is desirable, realistic, and which does not cause needless pain to others.

H. Assignment

1. describe a problem situation, identify the problem and choose an acceptable outcome.

ACTIVITY

A. Introduction

1. most of us want things to turn out the way we desire them to. We want our way. As a teenager, you probably want many things that your parents or teachers do not want you to have.

2. Today's activity should help clarify the outcomes you desire as opposed to what authority figures, parents or teachers, may want for you.

B. Activity/Discussion

1. we will examine a list of decisions that affect your life. List decision situations on board.

2. Decision Situations

   a. the decision of what you eat. (How is it different depending on who makes the decision. How does it affect your health in the long and short run? Can you stay healthy and eat whatever you want?)

   b. the decision of the clothes you wear. (Is this an issue at your house: why?)

   c. the decision of when you get your hair cut.

   d. the decision of your bed time.

   e. the decision of how clean you keep your room. Who cleans it and how often?

   f. the decision on how much TV and what programs you can watch.

   g. the decision on whether or not you can smoke? If you can, who buys the cigarettes?

h. the decision of how well you control yourself?

i. the decision of what you learn.

j. the decision of what "emotionally handicapped" means. The role that peers, parents, siblings as well as school personnel have.

k. the decision of what your read.

l. the decision of who your friends are and what you do with them.

c. For each decision answer the following questions:

a. who will make the decision?

b. who should make the decision?

c. if a parent or teacher made the decision, what would they decide?

d. if you made the decision what would you decide?

D. Summary

1. the second step in problem solving is to choose an outcome to the problem which is desirable, realistic, and which does not cause needless pain to others.

2. by discussing who makes decisions and what their outcomes "should" be, you can see that it depends on the person, his power in the situation, and what that person "sees" as desirable.

Lesson 7

Materials Needed: 1. videotape "What Next?"
2. copy of worksheet PS 4 for each student.

Time Required:

Lesson 45 mins.
Activity 30 mins.

Related Activities:

A. Objective

1. the student will identify and use in class the third step in the problem solving process, generating alternative solutions.

B. Introduction

1. to solve a problem, the student first identifies the problem, and then chooses a desired outcome. Once the desired outcome is chosen, the next step is to find a number of solutions which could be used to achieve the outcome.

2. for any problem and goal, there are a number of possible solutions that can be used to reach the goal. To be an effective problem solver the student should learn to generate as many solutions as possible so that he has a better chance of coming up with a workable solution.

3. in presenting this and the next lesson, the emphasis should be on coming up with as many solutions as possible, not with one perfect solution. The emphasis is on quantity not quality. Choosing the best solution will come next.

C. Review Assignment

1. have students tell about their problem and the desired outcome.

2. what was the actual outcome?

D. Review Previous Lesson

1. in choosing a desired goal make sure that your goal is realistic and does not do harm to others.

E. Discussion

1. for every problem there are a number of solutions that could be used to achieve the desired goal. To be a successful problem solver you must be able to come up with a lot of solutions and not with just one solution. If you can think of a number of solutions you will be able to choose the one that is best.

2. if you are only able to come up with one way to solve your problems, you will not be able to solve a lot of the problems that occur. For example, suppose that you solve all of your problems by running away from them. This might work if you are being chased by a dog, but it will not work if you are running away from a math test. Eventually the math test will have to be taken.

3. when coming up with solutions, try to get as many as possible. Don't worry about which solution is best. You can deal with that later on.

4. introduce the videotape "What Next?"

   a. the tape you are about to see shows a young man, Sam, who is having a problem with his father.

b. as you watch the tape, identify the problem and decide on a desired outcome for Sam.

c. think of as many solutions as you can that would help Sam reach the desired outcome.

5. play the videotape "What Next?"

6. discuss the videotape from the point of view of Sam's father at the end of the tape.

a. Sam's father has a problem. He is feeling upset because he has learned that Sam does not want to be a baker.

b. one desired outcome to this problem might be that Sam changes his mind and takes over the bakery.

c. how can Sam's father solve his problem so that Sam takes over? What are some solutions?

i. Sam's dad can pretend to be sick.

ii. Sam's dad can offer Sam a lot of money.

iii. Sam's dad can talk things over with Sam.

iv. Sam's dad can start to cry.

7. point out that some of these solutions are good and some are not so good. Some will work, but others will fail. What is important at this point is to come up with a number of solutions and not try to find the 'perfect' solution.

F. Model and Practice

1. Model

a. taking Harvey's point of view identify a problem and a desired outcome. ("Harvey has a problem. He is confused becuase he cannot decide what to do after he graduates. He would like to find a job he likes.")

b. give a list of solutions which would help Harvey achieve his goal.

i. Harvey could take a vocational aptitude test.

ii. Harvey can keep changing jobs till he finds one he likes.

iii. Harvey could work in the bakery.

iv. Harvey could forget about working and just hang out.

v. Harvey could ask his guidance counselor for help.

2. Practice

a. taking Sam's point of view, have students make a list of solutios to these problems and goals:

i. Sam is confused because his father will be angry when Sam tells him he doesn't want to be a baker. Sam woul like his dad to understand and not be mad.

ii. Sam is angry because the bakery is a mess after Harvey has worked in it. Sam wants a clean kitchen.

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iii. Sam is sad becuase he does not want to be a baker but he does not know what else he can do. He wants a job that will make him happy.

G. Summary

1. for every problem there are number of solutions that can be used to reach a desired goal.

2. it is imporant to come up with number of solutions to a problem and not just settle with one solution. If you have a number of solutions ready, you can make a choice about how you will try to solve a problem.

H. Assignment

1. describe a problem situation that has occurred to you this week.

2. what was the desired outcome?

3. list five possible solutions.

4. what solution did you use?

5. did it work?

ACTIVITY

A. Discussion

1. after a desired outcome has been chosen, then students should generate several solutions to achieve the outcome.

2. when generating alternative solutions you do not judge and evaluate ideas as they are brought up, because people tend to become more concerned with defending their ideas than with thinking up several solutions.

3. discuss and list reasons why several possible solutions should be generated.

    a if one solution fails, the student might say "I blew it," and give up.

    b. the solution might not be realistic or workable.

    c. if the solution doesn't work and you don't have another one to use, then it becomes easy to feel confused or lost.

    d. by using the first or only solution that you think of, bigger and better ideas might be lost or overlooked.

    e. frequently, it is more important to look at a problem from different vantage points rather than run with the first solution that you think of.

    f. Example: "The class had been bad and made too much noise. The teacher changed all the seats around in the classroom. Do you think the teacher should have alternative solutions ready. Did changing the seats around seem to be a workable solution, etc."

B. Brainstorming

1. Explain what brainstorming is and how it is done, and what can be accomplished by doing it.

    a. it is a well know widely used problem solving tool. It encourages students to use their imagination and be creative. It helps elicit numerous solutions to any given problem.

    b. Quantity is encouraged. Quantity eventually breeds quality. Students should be free to give their imaginations wide range, and good ideas result.

c. students are encouraged to build upon or modify the ideas of others. Combining or modifying previously suggested ideas often leads to new ideas that are superior to those that sparked them.

C. Activity

1. allow students 5 minutes on each question to think of as many uses as possible for the following questions.

2. how many uses can you find for a block of wood, or a brick?

   a. possible -

   bookends, firewood, doorstop, to build a raft, paperweight, footrest, for weight lifting, throwing device, for support, as a hammer.

3. what are all the possible uses for the American penny?

   a. possible soutions - to draw circles, to buy things, to collect as a hobby, to sell to coin collectors, to teach children how to count, to save, to give to beggars, to play checkers, to make rattles, to flip to see who starts first.

4. how many uses can you find for a tire?

   a. possible solutions - use as a swing to roll, to use as a float or inner tube, soles for shoes, to make rubber bands, to burn, to use in an obstacle course, as a sled, as fuel supply in furnaces, as a flower bed, as an anchor for volleyball poles, as a hula hoop.

5. What are the possible uses for pins and needles?

   a. possible solutions - to remove a splinter, to pin papers on the wall, as a tooth pick, to break balloons, to open glue tubes, to clean the top of a salt shaker, open locks, to untie knots, as a picture hanger, to hold eye glasses together.

D. Visual associations and connections.

1. this is a hands-on type activity and might be used as an introduction.

2. here is an object (mirror, ruler and wastepaper basket). Without using workds, show as many ways as you can for using this object.

3. hand out worksheet PS 4.

4. Make something of it. This will flex your visual imagination.

   TURN THE FOLLOWING TWO SKETCHES INTO SOMETHING RECOGNIZABLE.

   a. there is no right answer, or any hidden picture to find.

   b. to complete these unfinished drawings, you may turn hem into any position.

   c. don't worry about not being able to draw.

Lesson 8

Materials Needed: 1. list of problem situations (Activity D) on poster.

Time Required: Related Activities:

Lesson	30 mins.
Activity	20 mins.

A. Objective

1. the student will identify and use in class the third step in the problem solving process, generating alternative solutions.

B. Introduction

1. too often, the Emotionally Handicapped student looks at a problem and sees only one solution. That solution is used to solve all problems and excessive reliance in this single type of solution may result in the way we characterize Emotionally Handicapped students: aggressive, acting out, withdrawn, passive. The Emotionally Handicapped student has not learned to vary his response in accord with the dictates of the situation.
2. to solve interpersonal problems successfully the student must be able to generate a variety of solutions to the problem. From this collection of solutions, the student will choose the solution which best meets the needs of the situation.
3. students should be taught that it is important to come up with a number of solutions. There should be no attempt at this stage to pass judgement on the solutions. The emphasis should be on generating as many solutions as possible.

C. Review Assignment

1. have students describe their problem situations and five possible solutions.
2. ask other students to generate more solutions to each problem.

D. Review Previous Lesson

1. problem solving is a seven step process for examining a problem to find an acceptable solution.
2. to solve a problem you must identify the problem, choose a desired outcome, come up with alternative solutions.

E. Discussion

1. every situation is different and every problem that we might face is different.
2. if we hope to solve problems successfully we must be prepared for all different types of problem
3. the way we can be sure of being prepared to solve all types of situations, is to come up with as many solutions as we can to each problem we encounter. By thinking of several solutions to each problem, we improve the chances that we will discover one solution that will work.
4. it is sometimes difficult to think of several solutions to a problem. This is especially true if we have used only one type of solution to solve all our problems. Some people try to solve all their problems by striking out. Every time something goes wrong, they want to fight. They never try any other solution. Other people solve their problems by running away from the problem and either syaing that it does not exist or always blaming it on someone else.

5. to be a successful problem solver we have to use different types of solutions depending on the problem.

F. Model and Practice

1. Model

   a. describe a problem situation.

   b. identify the problem.

   c. choose a desired outcome.

   d. list at least three solutions which would attain the desired outcome, (i.e., John wants to go home, but Fred will not get off John's bike. Problem: Fred is not letting John go home because he will not give back John's bike. Desired outcome: John would like to go home on his bicycle. Solutions: Knock John off the bike and ride home. Ask John to get off and if he doesn't get a teacher or someone else to help and then ride home. Stand in front of the bike and when John runs you over and falls off the bike, get on it and ride home).

2. Practice

   a. describe several problem situations (ask students for examples)

   b. have students identify the problem and a desired outcome.

   c. have students list at least three solutions to each problem.

   d. give feedback until each student can come up with at least three relevant solutions to a stated problem.

G. Summary

1. to solve problems successfully you must generate several solutions to each problem.

H. Assignment

1. observe a problem situation on TV.

2. identify the problem and desired outcome. List three solutions.

ACTIVITY

A. Discussion

1. the third step in the problem solving process is generating several possible solutions for reaching the outcome.

2. by thinking of several solutions to each problem, we improve the chances that we will discover one solution that will work.

3. One type of solution may have worked for a problem but it may not work for another. Therefore, to be a successful problem solver, we have to use different types of solutions depending on the problem.

B. Purpose of Activity:

This activity will give the students the opportunity to practice the first three steps in the problem solving process: (1) identifying the problem, (2) choosing a desired outcome, and (3) generating several possible solutions for reaching the outcome.

C. Activity

1. develop problem situations or have students develop problem situations (about 12) and write them on separate slips of paper. (See Suggested Problem Situations).

2. read one problem to the entire group of students. Have them identify the problem, give the desired outcome., then suggest at least five solutions which would attain the desired outcome. Do all of this as a group. Be sure that you do not judge the solutions.

3. have the students then break up into three small groups. Give each group a problem situation. Working in these small groups, have them identify the problem, give the desired outcome, then suggest at least five solutions which would attain the desired outcome. Then have one student from each group share the results with the whole class.

4. give each individual student a problem situation. Have them work independently to identify the problem, give the desired outcome, then suggest at least three different solutions which would attain the desired outcome. Then have each student share his or her problem with the whole class.

D. Suggested Problem Situations

1. your mother, who is tired or distracted, is not listening to something important that you are trying to tell her.

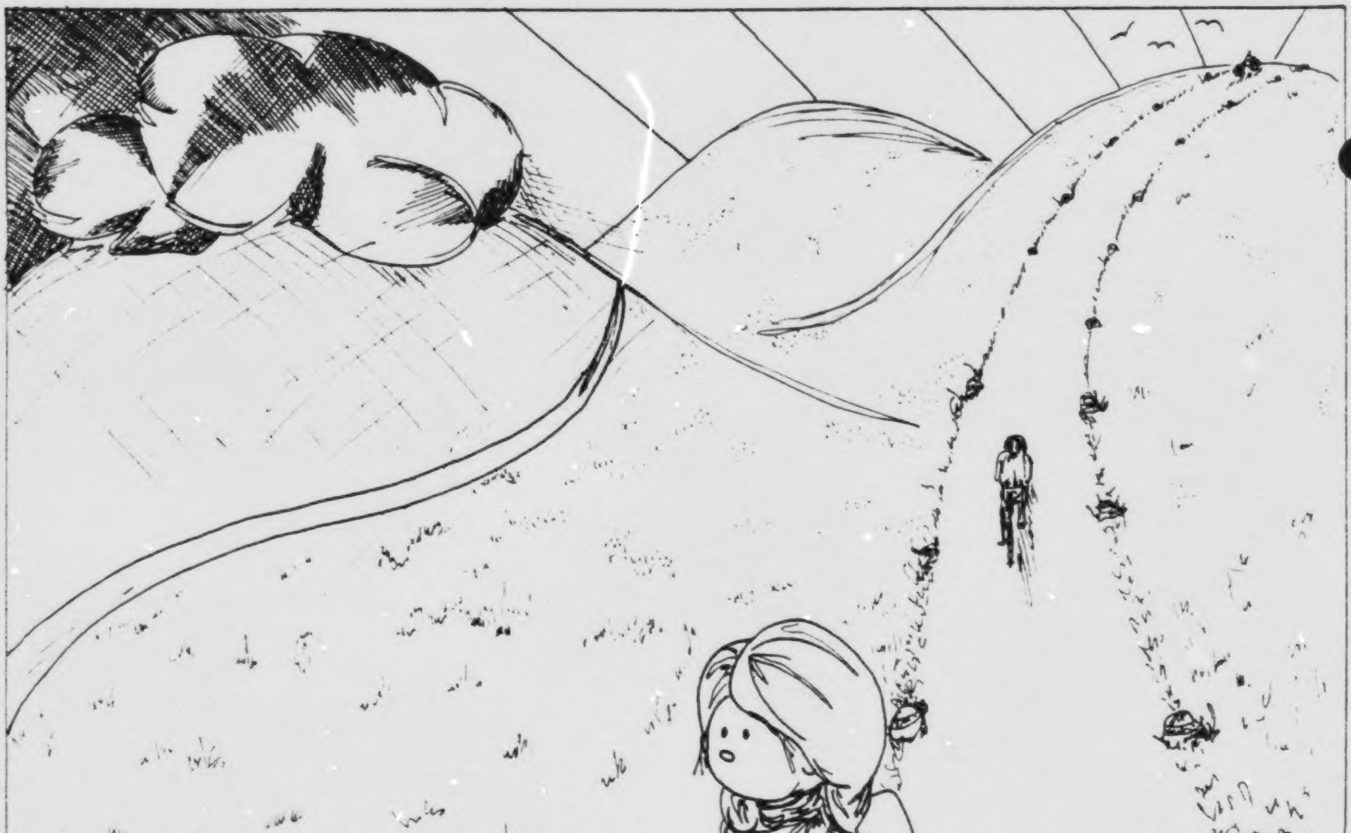
2. a man pushes past you in line at the supermarket, and the cashier insists on serving him first.

3. the teacher gives the whole class detention because one student broke a rule.

4. you have reason to believe that someone at school has been telling an untrue story about you.

5. you have acne.

6. you have been trying to find a job but you keep getting turned down.


NAME CALLING
COMPARING
JUDGING
BLAMING
LECTURING
WARNING
QUESTIONING
LAUGHING
THREATENING
"SHOULDS"
"OUGHTS"
WANT TO TALK
SILENCE
ACCEPTANCE
UNDERSTANDING

ROADBLOCKS
Choose solutions that work for everyone.

Lesson 9

Materials Needed:
1. videotape "Side by Side."
2. list of hypothetical situations (Activity B.4) written on poster or overhead.

Time Required:
Lesson 45 mins.
Activity 30 mins.

Related Activities:
SC 9

A. Objective

1. the student will identify and use in class the fourth step in the problem solving process, anticipating consequences of various solutions because the choice of a best solution can only be made after the consequences of all the solutions are know.

3. in anticipating the consequences of various solutions, the student should consider how the solution will have an impact on the student and on the other people involved.

C. Review Assignment

1. have each student describe the problem situation they observed on television. Ask each student to describe both the desired outcome and one solution for reaching that outcome.

2. what are some other possible outcomes and solutions?

D. Review Previous Lesson

1. there are always several solutions to a problem.

2. by coming up with a number of solutions to a problem we are able to make a choice about what we will do to solve the problem.

E. Discussion

1. there are always several solutions to a problem and for every solution there will be different consequences, some good and some bad. If we want to use solutions that will work, we have to be able to figure out what will happen once we implement a solution. We have to be able to anticipate the effects of our actions.

2. in trying to figure out the consequences of our actions, we have to think about what will happen to us after we act. If you throw a pencil at someone much bigger than you what will happen to you?

3. we also have to think about what effect our actions will have on other people. If you throw a pencil at someone how will they feel about it?

4. to anticipate the consequences of a solution ask yourself what will happen if you consider what will happen both to you and to any other people that will be involved. Make sure you consider both the positive and negative consequences that are possible.

5. introduce the videotape "Side by Side".

   a. the tape you are about to see shows two people with a problem, Jennifer and Nancy.

   b. while you watch the tape figure out what the problem is and what the desired outcome would be. Try to see the problem and the outcome from Nancy's point of view and then from Jennifer's point of view. They may see different problems.

c. think of several solutions to the problems and for each solution try to think about the possible consequences.

6. play the videctape "Side by Side".

7. discuss the videotape focusing on Jennifer's point of view.

   a. what is Jennifer's problem at the end of the tape? (She has broken her date with Richard. She has not had a chance to explain to Nancy. Nancy is very angry.)

   b. what is a desirable outcome? (Nancy will forgive Jennifer and they will still be friends.)

   c. what are some solutions?

      i. Jennifer will go up to Nancy and explain what happened?

      ii. Jennifer will go to Nancy's mother and explain to her and ask her to help out.

      iii. Jennifer will act as if nothing happened and act very friendly to Nancy the next day.

   d. what are the consequences of these solutions?

      i. Nancy will listen politely and accept the explanation.
      Nancy will not listen to anything Jennifer says.

      ii. Nancy's mother will explain to Nancy and Nancy will understand.
      Nancy's mother will explain but Nancy will still be angry.

      iii. Nancy will act as if nothing happened and be very friendly.
      Nancy will tell Jennifer to get lost.

8. Jennifer had a problem when she found out that Nancy could not go to dinner with Jennifer and Richard. What solution did she use to solve this problem?

   a. first she said nothing to Nancy about it and then she broke her date with Richard.

9. what was the consequence of this solution?

   a. Nancy's feelings were hurt because Jennifer did not explain to her what was going on. Jennifer will not get to go to the prom. Jennifer is hurt and confused.

F. Model and Practice

1. Model

   a. verbalizing your thoughts out loud, go through the first four steps of the problem solving process taking Jennifer's point of view and focusing on the problem of Nancy's lost friendship.

      i. "I have a problem. I never explained to Nancy what was going on and now she hates me." (problem)

      ii. "Nancy has always been my best friend and I don't want to lose that friendship now. I want Nancy to be my friend again." (desired outcome)

      iii. "One solution would be to go to Nancy and ask her to listen to what I have to say and then explain to her. Or maybe it would be better to explain everything to Nancy's mother and ask for her help. Maybe the best solution would be to just forget it and act real nice to Nancy and then she'll just forget it too." (solutions)

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iv. "What will happen if I try to talk to Nancy? She'll probably tell me to get lost. What will happen if I explain to Nancy's mom? She'll listen to me and Nancy will listen to her. What will happen if I just act like nothing has happened? Nancy will just ignore me." (consequences)

2. Practice

   a. have students identify the problem at the end of the tape from Nancy's point of view.

   b. have students come up with a desired outcome for Nancy's problem.

   c. have students identify three possible solutions to the problem.

   d. have students identify a consequence for each solution.

   e. have each student verbalize the first four steps of the problem process taking Nancy's point of view and using the information generated in questions a - d.

   f. select two students to act as Nancy and Jennifer. Identify the problem from the point of view of both Nancy and Jennifer. Discuss outcomes, solutions, and consequences. Have the students role play a continuation to the videotape.

   g. repeat with other students and give feedback until all students can role play using all four parts of the problem solving process. Make sure they verbalize their thoughts aloud.

G. Summary

1. the fourth in the problem solving process is anticipating the consequences of each possible solution.

2. in anticipating the consequences, you should consider what effect you actions will have both on you and on the other people involved.

3. it is important to anticipate consequences because this step will let you know which solutions will be most effective in getting to your desired outcome.

H. Assignment

1. observe a problem which occurs sometime during the school day.

2. identify the problem, a desired outcome, and possible solutions.

3. what are the possible consequences of each solution?

4. what solution was actually used? What was the consequence?

ACTIVITY

A. Discussion

1. anticipating consequences of each solution means figuring out what will happen if the solution is implemented.

2. anticipating consequences helps the problem solver to choose the best solution that will cause the least risk of injury to both himself or others.

B. "What would happen if . . ."

1. the student will practice anticipating consequences by finding different answers to each of the "what would happen if . . ." situations.

2. the student will select 5 of the fifteen situations.

3. the student will give 3 anticipated consequences for each situation.

4. situations

   a. what would happen if people could fly?

   b. what would happen if a person could make themselves invisible?

   c. what would happen if vehicles could run on water instead of gasoline?

   d. what would happen if students ran the school?

   e. what would happen if pot was legalized?

   f. what would happen if there was life on other planets?

   g. what would happen if you were president?

   h. what would happen if you could tell your parents what to do?

   i. what would happen if you were the teacher?

   j. what would happen if you had a million dollars?

   k. what would happen if you were stranded on a deserted island?

   l. what would happen if the United States was captured by Russia?

   m. what would happen if you were the most popular person in school?

   n. what would happen if this was the last day of yor life?

   o. what would happen if we didn't have to sleep?

C. Discuss student answers

   a. make the point that some of the consequences were positive and some were negative.

   b. show students that in choosing a particular solution, one thing to consider is the consequences that will result.

Lesson 10

Materials Needed: 1. copy of worksheet PS 5 for each student.

Time Required:
Lesson 30 mins.
Activity 30 mins.

Related Activities:

A. Objective

1. the student will identify and use in class the fifth step in the problem solving process, choosing the best solution.

B. Introduction

1. having come up with several alternative solutions and figured out the probable consequence of each solution, the student is in a position to choose the "best" solution.

2. the "best" solution is that solution which effectively solves the problem with as little injury to others as possible.

3. the "best' solution will vary according to who is involved and according to the criteria set by the problem solvers. Since the criteria will change according to the problem solver, no single solution will always be the "best" solution.

4 . the role of teachers in teaching about choosing the "best" solution is twofold. First, the student must be taught how to choose the best solution. That is, the student must learn to choose the solution that solves the problem and best meets the needs and criteria of the student. Second, the student must be motivated to choose a solution which is acceptable according to the norms of the school and society. In this role the teacher can model the use of solutions which are acceptable and can reinforce students when they choose acceptable solutions. Ultimately, the choice of a particular solution rests with the student.

C. Review Assignment

1. have students describe the problem situation they observed.

2. have students identify alternative solutions and possible consequences of each.

D. Review Previous Lesson

1. problem solving is a seven step process for examining a problem to find an acceptable solution.

2. for each possible solution to a problem you must figure out what the probable consequences of that solution are.

E. Discussion

1. the fifth step in the problem solving process is to choose the best solution.

2. to choose the best solution you have to look at all the solutions you thought about and look at the possible consequences of each solution.

3. the solution which will solve the problem and would not cause any trouble for you or anyone else is the "best" solution.

4. in choosing the best solution to a problem you have to look at the possible consequences and see which solution meets your requirements.

5. suppose you want to get an A on your math test. Your alternate solutions are to study for the test, to cheat on the test, to change the grade on your paper to an A.

   a. the consequences of studying are that you will have to take time and work hard to get an A and even then you can't be sure of an A.

   b. the consequence of cheating is that it is easy to do, it doesn't take time, but you will be afraid of getting caught and even if you are not caught, you'll feel guilty.

   c. the consequences of changing the grade on the test paper is that it doesn't change the grade in the teacher's book, your mother will see that you changed the grade and ask you what you really got.

6. when you go to choose the best solution, what you really want to do is cheat. **But,** one requirement of any solution for you is that you do not want to feel guilty. Therefore, cheating is not a good solution.

7. you don't want to have to tell your mother that you got an F on the test and changed it to an A, so your "best" solution is to study for the test.

F. Model and Practice

1. Model

   a. in the film we saw the other day, the best solution for Nancy would have been to go to Jennifer and ask her what was going on. Then she would have been able to get Jennifer to explain her problem with her boyfriend, Richard. The best solution would have been to get everything out in the open so it could be explained.

2. Practice

   a. describe a problem situation and identify the problem, desired outcome, possible solutions.

   b. have students identify probable consequences for each solution.

   c. have students choose the best solution and give a reason for the choice.

   d. give feedback until all students can choose a "best" solution with a logical reason.

G. Summary

1. the "best" solution is that solution which effectively solves the problem causing as little trouble as possible for the problem solver and for others involved.

H. Assignment

1. describe a recent problem you were involved in that was not solved.

2. what was the problem and what solution did you choose?

3. what would have been a better solution?

ACTIVITY

A. Discussion

1. explain to the students that there is one thing that makes us all alike: we've all got problems that must be solved.

2. this activity will help you see that the person that has the problem is usually the best one to solve the problem. Why is that? Can anyone make you solve a problem?

3. Explain that if you want to solve your own problems, finding the best solution is a matter of circumstance, judgment, and opinion.

B. Procedure

1. After the above discussion, pass out worksheet PS 5.

2. Being sensitive to group members, choose a student that feels comfortable in having his problem discussed before the class. (See example page for a possible way to discuss a problem.) Use his problem as a discussion example for explanation.

3. Then have students write answers to the questions that explain one of their problems. Help them to realize that finding the best solution is not always easy. Sometimes you must choose the solution that you feel most comfortable with and then go on. Discuss as time permits, but try to close with points made in introduction.

C. Optional Assignment

1. Write solutions (use worksheet PS 5) to a second problem for homework or further discussion in class.

Lesson 11

Materials Needed:
1. videotape "Face to Face."
2. list of problem situations (Activity C) written on poster or overhead.
3. dictionary

Time Required:
Lesson 45 mins.
Activity 30 mins.

Related Activities
BI 1

A. Objective

1. the student will identify and use in class the sixth step in the problem solving process, making a plan to implement the solution.

B. Introduction

1. once a solution is chosen, the student is at the point where he can implement that solution. To insure that the solution is implemented correctly, it is important that the student make up a plan that he will follow.

2. by making a plan on how to implement the solution, the student prepares himself for the situation. This preparation makes it more likely that the solution will be implemented correctly and that the solution will be effective.

3. in setting out a plan of action the student should be taught that he must approach the knowing ahead of time what he will do first, what he will do next, etc. Basically then, making a plan entails setting out the sequence of events that must be followed.

4. the final step in every plan should be a statement of what the student will do if the chosen solution does not work. Not all solutions work as planned. The student must be prepared for this and must have some clear idea of what he will do if his solution does not work.

C. Review Assignment

1. have students describe their problems that were not solved.

2. what solution did they use?

3. what other solution might have worked more effectively?

D. Review Previous Lesson

1. the "best" solution to a problem is the one that solves the problem effectively without doing harm to others.

E. Discussion

1. once you have chosen a solution that yo want to use, you have to prepare yourself by making up a plan.

2. a plan is a list of steps that you will follow to solve the problem. The plan should be a simple and straightforward list of what to do first, second, third, etc. For example, suppose your problem is that you are afraid that Johnny is going to beat you up. You don't want this to happen. You have decided to solve the solve the problem by asking Mr. Mellow, your teacher, to talk to Johnny. Your plan might look like this:

a. go to Mr. Mellow's room.

b. tell Mr. Mellow I have a problem.

c. tell him what the problem is.

d. ask Mr. Mellow to tell Johnny to leave me alone.

e. check with Mr. Mellow later in the day to make sure he talked to Johnny.

3. on every plan you should include a final step: what to do if your solution does not work. The last step in the example above might be "If Mr. Mellow says he won't talk to Johhny I'll ask the principal, Mr. Big, to help me."

4. it is important to know what you will will do if your solution does not work. Not all solutions will work out as you plan no matter how good the solution is or how good you implement it. You have to be ready for the unexpected.

5. introduce the videotape "Face to Face."

   a. the tape you are about to see shows a problem between Alice and Gail.

   b. as you watch the tape identify Alice's problem, an outcome, some solutions, and a best solution.

   c. what kind of plan would you use to implement the solution.

6. show the videotape "Face to Face."

7. discuss the videotape loking at Alice's first problem with Gail, the darkroom.

   a. Alice has a problem. She is upset because she reserved the darkroom and Gail is using it.

   b. Alice would like to use the darkroom.

   c. solutions include: throwing Gail out, asking Gail to leave, asking a teacher for help, turning on the lights in the darkroom, ignoring the problem and walking away.

   d. the chosen solution is to ask Gail to leave.

   e. the plan:

      i. knock on the darkroom door.

      ii. say "Gail, I have the room reserved. Please let me use it."

      iii. if she says "No" I'll go ask Mr. Mellow for help.

8. keep plans simple and make sure your last step is a description of what you will do if things don't go your way.

F. Model and Practice

1. Model

   a. taking Gail's point of view, describe a plan for the following problems and solutions:

      i. Gail doesn't want to do her work. She'll get Alice to do it. Plan: Ask Alice to do the work. If she says no, get angry at her and demand her to do it.

ii. Gail is upset at what Alice is saying about her. She wants Alice to stop. Plan: Go to Alice and demand to talk to her. If she is timid, yell at her. If she is bold, talk softly.

2. Practice

a. have students describe a plan for Alice's problems and their solutions.

i. Alice is angry because the yearbook advisor has not recognized her work. Alice will tell him how she feels.

ii. Alice is angry because Gail has demanded that she stop gossiping about her. Alice is going to tell Gail to buzz off.

G. Summary

1. a plan can help you implement a solution by preparing you for what you will do.

2. a plan should be a simple listing of what you will do.

3. the last step of every plan should be a description of what you will do if your solution does not work.

H. Assignment

1. in this tape Jerry has a problem. He is angry because Alice will not go to the basketball game with him.

2. make a list of 3 solutions and plans to this problem.

ACTIVITY

A. Discussion

1. define the word "implement."

a. ask how many students can give a definition of this word.

b. discuss it with the class and choose a good working definition for your class.

c. implement: A tool or personal manipulation by which any plan or operation is carried out, or a process that helps you to carry out or fulfill your plans.

2. **How** do you implement a plan?

a. you need knowledge or information to implement a plan to solve problems.

i. in planning your occupational future you must know something about jobs.

ii. in buying a car you should know something about their performance, miles per gallon, price, where you could get it repaired, etc.

iii. in breaking old habits such as lying, stealing, or biting nails, it would be helpful to list something about the habit such as how often, when, and with whom, etc.

iv. meeting expenses - some knowledge is needed of how much you make, how much you spend, and how to make a budget.

   b. plan for gradual improvement. Your plan should be broken down in small steps or time periods. Nothing is achieved in giant steps.

   c. list all steps necessary to achieve your goal.

B Writing Assignment

1. this lesson asks students to identify the steps of a plan that has already been implemented. For each situation the students are given the problem, the desired outcome, the chosen solution, and the actual outcome. It is the job of the students to list the steps of a plan used to implement the solution.

2. EXAMPLE:

   Problem: Mike wants to ride Jim's bicycle but Jim won't let him.
   Desired Outcome: Mike will ride the bicycle.
   Solution: Mike will rent the bicycle for $5.00 for 1 hour.
   Actual Outcome: Mike rides the bicycle for one hour.

   Steps in the Plan

   a. Mike borrows $5.00 from his father.
   b. Mike goes to Jim's house.
   c. Mike asks Jim if he can ride Jim's bike for an hour.
   d. Mike tells Jim he will pay him $3.00. If Jim says no, Mike will offer to pay $4.00, and then $5.00.
   e. Jim says he will let Mike use the bike for $4.00.
   f. Mike agrees.
   g. Mike rides the bike and pays Jim.

3. some plans are successful and some are unsuccessful. Students should list the steps that lead up to the correct outcome.

C. Situations

1. have students list the steps in a plan that goes along with each of the following situations:

   a. Problem: John needs $10.00 for a new shirt.
   Desired Outcome: John will get the new shirt.
   Solution: John will borrow the money from his mother.
   Actual Outcome: John gets the new shirt.

   b. Problem: Mary's parents won't let her go to the concert Friday night.
   Desired Outcome: Mary will go to the concert.
   Solution: Mary will sneak out of the house Friday.
   Actual Outcome: Mary does not go to the concert.

   c. Problem: Fred wants a car but his parents say no.
   Desired Outcome: Fred gets the car.
   Solution: Fred will get his parents to change their mind.
   Actual Outcome: Fred gets the car.

   d. Problem: Mary is always late to math class and now she is being put on detention.
   Desired Outcome: Mary will not have detention.
   Solution: Mary will talk her mother into calling her math teacher to get her out of detention.
   Actual Outcome: Mary has detention.

   e. have students represent their own problems, desired outcomes, and solutions. Let the class work as a group to come up with a plan to implement the solution, (i.e., how to get my parents to listen to me; how to make a friend, etc.).

Lesson 12

Materials Needed:
1. tape recorder
2. the story "A Tale of Two Pigs" in the **The New Model Me,** Lakewood City Public Schools, Lakewood, Ohio, 1973, p. 194.

Time Required:
lesson 30 mins.
Activity 30 mins.

Related ACtivities:

A. Objective

1. the student will identify and use in class the sixth step in the problem solving process, making a plan.

B. Introduction

1. the ability to develop a plan requires the student to sequence a number of steps in a logical order from first to last. in addition, the student must be able to plan for the different responses which may occur during the implementation of his plan.

2. in discussing the formulation of a plan the emphasis should be on getting the student to order his thoughts sequentially. By following a sequential plan the student is more likely to implement his solution effectively.

3. the second emphasis should be on getting the student to include in his plan, responses to the different possibilities that may arise. That is, the student must include in his plan statements such as, "If John does this, I will say A. If John doesn't do this, I will say B."

C. Review Assignment

1. have students describe the plan that they would use if they were Gail. What would they say to Alice?

D. Review Previous Lesson

1. problem solving is a seven step process for examining a problem to find an acceptable solution.

2. the seven steps are:
   a. identify the problem.
   b. choose a desired outcome.
   c. generate several alternative solutions.
   d. anticipate the consequences of each solution.
   e. choose the best solution.
   f. make a plan and implement it.
   g. evaluate the plan.

E. Discussion

1. once a solution has been chosen, make a plan on how you will implement that solution.

2. to make a plan, figure out what it is that you want to say or do and put it in order. What is the first thing that has to be done? What is the second thing? What comes next?

3. when you have set up your basic plan, make sure yo are ready for all possibilities. What will you say if your solution is accepted? What will you say if your solution is rejected? Try to see what could happen and plan a response.

4. once you have developed your plan, try it out.

F. Model and Practice

1. Model

a. describe a problem situation and possible solutions (use student examples).

b. describe a plan to implement the chosen solution.

2. Practice

a. have each student describe a problem they have been involved with recently.

b. for a chosen solution, ask the student to formulate a plan.

c. have the student act out his plan with you.

d. give feedback so the plan is sequential and takes account of various possibilities.

G. summary

1. to implement a solution you must develop a plan which is sequential and which prepares you to respond to all possible situation.

H. Assignment

1. have students observe a problem from TV and describe what the plan is that was used to solve the problem.

ACTIVITY

A. Discussion

1. discuss the definition of planning and brainstorming. Allow students to use their own words as much as possible.

2. explain to students that we usually spend our problem solving techniques with interpersonal relationships. Sometimes, however, it's fun to use them in make-believe or nonsense situations.

B. Purpose of Activity

1. this activity gives students the opportunity to improve their ability to determine possible courses of aciton and the probable effects of each.

C. Activity

1. read or tell a humorous or light-hearted tale with the moral: It pays to plan ahead. See, for example, "A Tale of Two Pigs" in **The New Model Me High School Student Book,** Lakewood City Public Schools, Lakewood, Ohio, 1973, p. 194.

2. Have the class divide into groups of three or four. Ask each group to choose one of the following situations as a topic for planning, or allow students to select their own.

   a. an overnight bike trip to a town 60 miles away. You will need enough food to last bike trip. You have a permit to camp in a city park where drinking water is available and grills can be used for cooking.

   b. a two-day exploration of the planet Xando. Your mission is to see if any living things inhabit Xando. You will report back to your government.

   c. a one-day exploration of an abandoned pirate ship on the bottom of the sea. You will be looking for treasure.

3. instruct the groups to mention everything they might want to take on their trips. Use recorders or pencil and paper to list all the ideas. Allow five minutes for brainstorming.

4. have each group present their situation and plan. As a class, discuss any items or potential situations that the group may have forgotten. They may find that the lack of thorough planning may be humorous and sometimes disastrous!

Lesson 13

Materials Needed: 1. videotape "Getting Together."
2. list of questions (Activity C.1 a-g) written on board, poster, or overhead.

Time Required:
Lesson 45 mins.
Activity 30 mins.

Related Activities

A. Objective

1. the student will identify and use in class, the seventh step of the problem solving process, evaluating the plan.

B. Introduction

1. the final step in the problem solving process is to evaluate the solution which has been planned and implemented. The evaluation consists of asking whether or not the desired outcome was achieved. If the outcome was achieved the solution was successful and the problem has been solved.

2. if the desired outcome was not achieved, the student can either live with the actual outcome or go back and try a different solution.

C. Review Assignment

1. let each student describe the problem they observed on TV.

2. what plan was used to solve the problem? Did it work? What other plan would have been more effective?

D. Review Previous Lesson

1. to implement a solution effectively, it helps to have a plan ready.

2. the plan should be simple and straightforward. A listing of the steps that will be used to make the plan operate.

3. 3. the last step in each plan should explain what to do if the plan does not work.

E. Discussion

1. the last step of the problem solving process is evaluating the solution which has been implemented.

2. the question to ask is: did the solution result in the desired goal? If the actual outcome of the problem is the same as the desired outcome the solution was effective. It worked.

3. if the actual and the desired outcomes are not the same, then the solution was not successful. At this point you have to decide what to do: Should you try a new solution, change your goal to something more easily attainable, or just forget about it. In any case, you cannot make this decision without first evaluating your solution.

4. introduce the videotape "Getting Together."

   a. the tape you are about to see shows three people with problems: Cindy, Dave and Rob.

   b. as you watch the tape identify the problems, desired goals and solutions.

    c. were the solutions effective?

5. play the videotape "Getting Together."

6. discuss the effectiveness of Dave's solution to his problem.

    a. Dave's problem is that he is angry because Cindy is spending time with Rob, not him. His goal is to get Cindy to talk with him. His solution is to pop the balloons and drop the cake.

    b. Dave's solution seems to have worked because Cindy does not leave with Rob. She stays and talks with Dave.

F. Model and Practice

1. Model

    a. Rob's problem was that he still loved Cindy and wanted to be with her. He wants Cindy to leave with him. His solution is to try to talk Cindy into leaving with him.

    b. Rob's solution is unsuccessful. Cindy did not leave with him. The actual outcome and the desired outcome are not the same.

2. Practice

    a. Cindy's problem is that she feels confused because she likes Rob, but she wants him to leave her alone so she can be with Dave. Her solution is to refuse to leave with Rob.

    b. was this solution successful? Why? Why not?

G. Summary

1. the last step in problem solving is to evaluate the solution.

2. to evaluate the solution you must compare the actual outcome with the desired outcome.

3. if they are the same the solution was effective, otherwise it was not successful.

H. Assignment

1. describe a problem you have had in the last week.

2. what solution did you use?

3. was it effective?

ACTIVITY

A. Discussion

1. the definition of "evaluate" is to find the value of or to judge the worth of.

2. effective solutions to problems sometimes involve intuition, and usually involve careful consideration of alternatives. Everyone should make their own decisions if possible.

3. evaluating the solution consists of asking whether or not the desired outcome was achieved. If the outcome was achieved the solution was successful and the problem has been solved.

4. if the desired outcome was not achieved, the student can either live with the actual outcome or go back and try a different solution

B. Purpose of Activity

1. this activity gives the students the opportunity to evaluate the outcomes of various problem situations using a set of questions as a guide. It should help them evaluate their own problems and solutions.

C. Activity

1. read the following problem situations to the class. After each one, ask the following questions:

    a. what was the problem?
    b. what was the desired outcome?
    c. what was the actual outcome?
    d. what was done right?
    e. what was done wrong?
    f. if you could do it over, what would you do differently?
    g. was anybody else affected by the outcome? If so, who? How?

2. Problem Situations

    a. Edward is getting sick and tired of Roy calling him names every day. He tries to act like it doesn't bother him by ignoring it, but deep down he is really humiliated. Edward decided to solve the problem by threatening to expose the fact that Roy is illegitimate. Roy didn't call Edward names anymore.

    b. Edward is getting sick and tired of Roy calling him names every day. He tries to act like it doesn't bother him by ignoring it, but deep down he is really humiliated. Edward decided to solve the problem by calling him a name and hitting him in the hall between classes. Roy called him names the next day and got his friends to gang up on Edward.

    c. Edward is getting sick and tired of Roy calling him names every day. He tries to act like it doesn't bother him by ignoring it, but deep down he is really humiliated. Edward knows that he's really okay. He feels secure enough to ignore Roy's name calling. After a few days, Roy quits calling him names.

3. The following are types of problems that can be springboards to examine other problems. Use the set of evaluation questions for discussion after each one.

    a. A problem I really didn't want to solve.

    b. A problem I solved that I would have preferred to change. Now, it's too late.

    c. A problem that I solved with help from another person. What did that person do to help?

    d. The most difficult problem I have ever faced.

    e. A problem I must face in the future.

Lesson 14

Materials Needed:
1. list of objects for comparison (Activity B.3) written on board or poster.
2. list of outcomes (Activity C.3) written on board or poster.

Time Required:
Lesson 30 mins.
Activity 30 mins.

Related Activities:

A. Objective

1. the student will identify and use in class the seventh step in the problem solving process, evaluating the situation.

B. Introduction

1. to evaluate a solution is to compare the actual outcome of a situation with the desired outcome.

2. a successful solution is one where the desired outcome and the actual outcome are the same. An unsuccessful solution is one where the desired outcome and the actual outcome are not the same.

3. if the solution is not successful, the student can either forget about it or go back and try another solution.

C. Review Assignment

1. have students describe their problem and the solution they used.

2. what was the desired outcome?

3. what was the actual outcome?

4. was the solution successful?

D. Review Previous Lesson

1. problem solving is a seven step process for examining a problem to find an acceptable solution.

2. once a problem has been identified and a solution planned and implemented, the solution must be evaluated.

E. Discussion

1. to evaluate the effectiveness of a solution, compare the desired outcome with the actual outcome.

2. if the desired outcome and the actual outcome are the same, the solution was successful.

3. if the desired outcome and the actual outcome differ, the solution was not successful.

4. if the solution was not successful, but you were not displeased with the actual outcome, you might decide that you do want to do anything else about the problem.

5. if you are displeased witht the actual outcome, go back and try another solution.

F. Model and Practice

1. Model
   a. Dave's solution to get Cindy to spend more time with him was to break balloons. His solution really didn't change anything because he wound up breaking all the balloons before Cindy left Rob.
   b. Dave's solution was not a success.
   c. what other solution might he have tried?
   d. he might have asked Cindy to leave Rob and come to the party.
2. Practice
   a. Rob wanted Cindy to leave with him.
   b. was Rob's solution to the problem successful?
   c. give feedback till students characterize Rob's solution as unsuccessful since the desired and actual outcomes were not the same.
   d. did Rob try out another solution or leave it alone?

G. Summary

1. a solution is successful when desired and actual outcomes are the same, and unsuccessful when they differ.

H. Assignment

1. describe a recent problem you have had with a teacher.
2. what was the desired outcome?
3. what was the actual outcome?
4. was the solution successful?
5. why? Why not?

ACTIVITY

A. Discussion

1. a comparison is an examination of two or more objects to find the likenesses and differences between them.
2. a desirable outcome is the way the student wants the problem solved.
3. the actual outcome is the way the problem was solved.
4. the evaluation of the situation is the process of determining whether or not the desired outcome was reached.
5. the evaluation of the situation is accomplished by the student comparing th desired outcome with the actual outcome.
7. an acceptable outcome is usually reached when there are many more likenesses than differences between the desired outcome and the actual outcome.

B. Comparisons

1. the student will compare the following pairs of persons or objects by listing the likenesses and differences of each person or object.

2. make two columns, one headed **Likenesses** and the other headed **Differences.** List at least five likenesses and differences for each person or object.

3. Persons or Objects

   a. apple - pear
   b. football - baseball
   c. cabbage - lettuce
   d. jam - jelly
   e. Superman - Spiderman
   f. teacher - student
   g. school - home
   h. policeman - fireman
   i. airplane - car
   j. dog - horse

C. Outcomes

1. the student will compare the desired outcome to the actual outcome.

2. make two columns. One headed **Likenesses** and the other **Differences.**

3. desired and actual outcomes:

   a. **desired outcome:** The student wants a 1982 Corvette for graduation.
   actual outcome: The student received a 1978 Plymouth for graduation.

   b. **desired outcome:** The student wants to stay out until 2 A.M. in the morning.
   actual outcome: The student is allowed to stay out until 11 P.M.

   c. **desired outcome:** The student wants $20.00 allowance per week.
   actual outcome: The student receives $20.00 allowance per week for doing chores around the house.

   d. **desired outcome:** The student wants to graduate with his class.
   actual outcome: The student attends night school as well as regular school and then graduates with his class.

Lesson 15

Materials Needed:	1. videotape "Surrounded." 2. copy of worksheet PS 2 for each student.	
Time Required:		Related Activities:
Lesson	45 mins.	
Activity		

A. Objective

1. the student will use the problem solving procedure to develop and implement a way to join a group activity.

B. Introduction

1. this is the first of four lessons in which the student is given a chance to apply the problem solving skills he has learned.

2. the problems covered in these lessons are joining in a group activity, responding to a teacher who wrongly accuses the student, asking for something which has been promised, and responding to the teasing of peers.

3. these problems are **not** meant to cover all the types of problems students encounter. They are means of providing student practice in using problem solving skills in real life situations. If the problems are not appropriate to your students, develop your own problem situations and use those problems in the framework of each lesson.

4. the point to be remembered is that students need to use the problem solving skills they have learned.

5. make sure that the specific problems which are presented are problems which can be solved successfully. The success students experience in using the skills will encourage them to use the skills with confidence.

C. Review Assignment

1. have students describe their problem with a teacher.

2. what was the desired outcome and the real outcome?

3. if the solution was not successful, what did the student do next?

D. Review Previous Lesson

1. a solution is successful if the desired outcome and the actual outcomes are the same.

E. Discussion

1. it is often hard to deal with peer pressure. Problems arise because we want to be accepted by our peers, but to do so we might have to do things that cause us trouble with parents, or teachers, etc.

2. in solving problems that involve peer pressure we might find that our solutions may get us in other kinds of problems.

3. introduce the videotape "Surrounded."
    a. in this tape a girl, Kelly, has a problem. She wants to go away with her friends but her mother won't let her.
    b. as you watch, try to think of some solutions to this problem.
4. show the videotape "Surrounded."
5. discuss the videotape focusing on the problem of what Kelly has to do to go away with her friends.
    a. to go away with her friends, Kelly must tell them that she is epileptic. They may reject her.
    b. Charlie has decided that he would rather work for the vet even if his "friends" do reject him.
    c. problems involving peers and parents are tough to handle. Sometimes no solution will get us everything we want. Like Charlie and Kelly we have to decide what is most important.

F. Model and Practice

1. Model
    a. what are some ideas you can use to join in a group activity?
    b. to be accepted into a group activity yo can: ask to be included, offer to contribute something essential, bring in a friend who is useful.
2. Practice
    a. ask students for some ideas on how to be included in a group activity.
    b. give feedback until all students can come up with a number of alternative solutions.
3. Model
    a. fill in a problem solving worksheet PS 2 with a description of how you would solve the problem of joining a group activity.
4. Practice
    a. have students fill in problem solving worksheets on the problem of joining a group activity.
    b. give feedback until all students have a workable solution.
5. Practice
    a. have each student identify a group activity which takes place at school (not in your class) in which they would like to be included, (i.e., games at recess, sitting together at lunch, intramural teams, etc.). Activities should be of an informal type, not the school band or track team.
    b. have each student complete the problem solving worksheet for the problem.
    c. give feedback to insure that student is aware of the consequences of his chosen situation.

d. insure that the student has prepared a response if his solution is unsuccessful.

e have student implement his plan.

f. give feedback on how to improve the design and implementation of the plan.

G. Summary

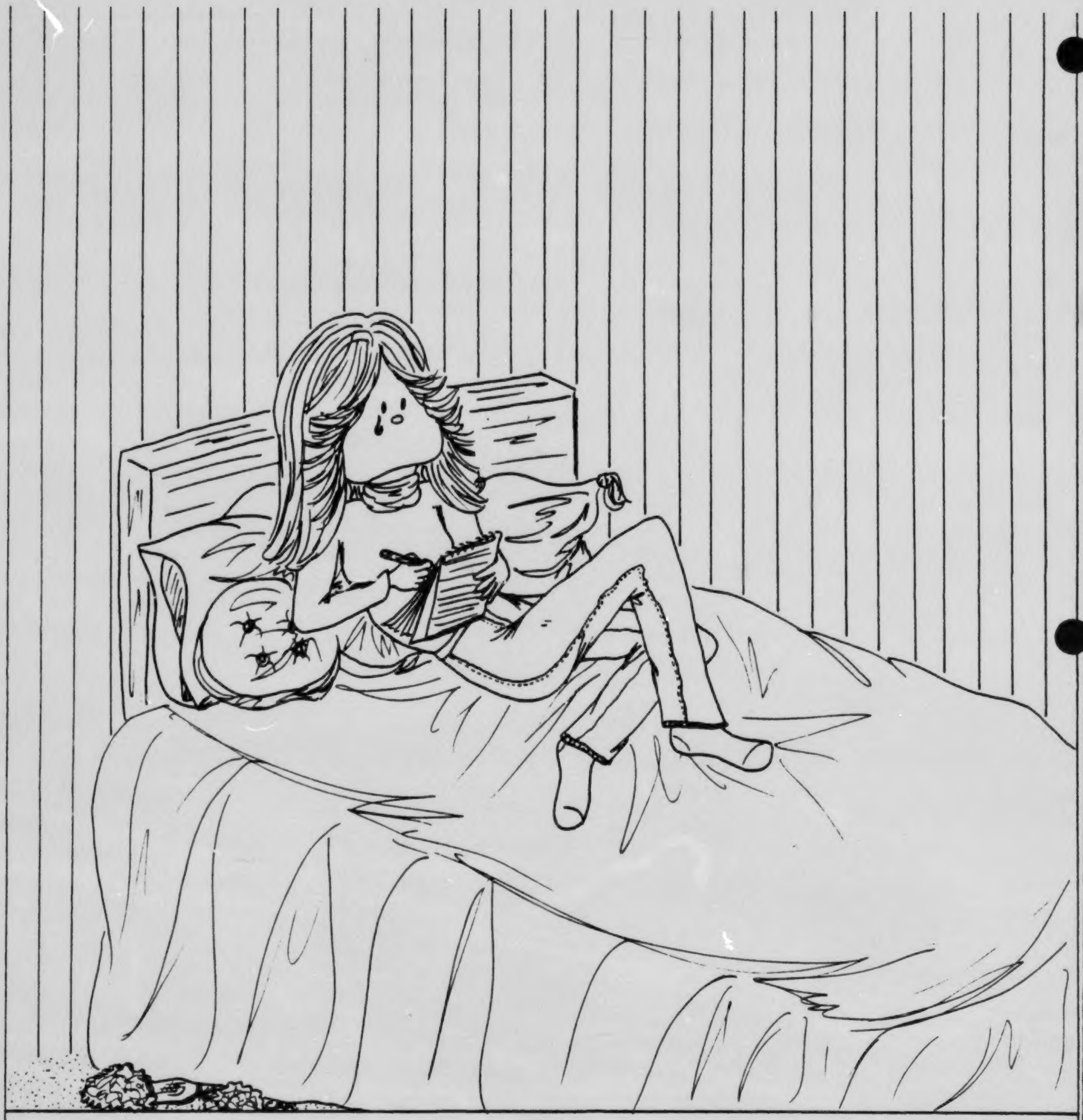
1. by applying problem solving skills to real life problems, you get practice and experience that will make you a more competent problem solver.

2. solutions will not always work so you should be prepared with a response.

3. a common problem people have is joining a group activity. You can develop several solutions to this kind of problem.

H. Assignment

1. fill out the evaluation section of your worksheet.



Don't cry about your problems.
SOLVE THEM!

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Lesson 16

Materials Needed: . .
Materials Needed: 1. copy of worksheet PS 2 for each student.

Time Required: Related Activities:
Lesson 45 mins.
Activity ________

A. Objective

1. the student will use the problem solving procedure to develop and implement a solution which requires an assertive response.

B. Introduction

1. in this lesson the student is asked to solve a problem which requires an assertive response (i.e., getting something which was promised to him, but never delivered). For many students the best solution is to take what was promised. This can have unfortunate consequences which the student must try to avoid.

2. in solving this problem, the student must make a middle ground between passivity and aggression. He must be assertive. While passive solutions and aggressive solutions may result in the desired outcome (getting that which is promised) these solutions will generally carry undesirable consequences which the student will want to avoid.

3. in choosing the specific problem with which the student will work, attempt to insure that the problem can be solved in a rational manner.

4. because not all solutions will work, be sure that the student is prepared for this possibility and has some response for it.

C. Review Assignment

1. have students describe what happened when they tried to join in a group activity.

2. what was their solution? Did it work?

3. how could it be made more effective?

D. Review Previous Lesson

1. by using problem solving skills in real life situations, the student receives practice that will increase his ability and confidence to solve problems.

2. in real life problems, solutions are not always successful and we must be prepared to deal with these situations when they occur.

E. Discussion

1. situations often occur where it is necessary to assert yourself in order to get what you want. In such situations, you must stand up for what you have been promised or deserved.

2. be careful, though, that you are aware of the consequences of your actions. You can be assertive without being aggressive. The consequences of aggressiveness are usually trouble.

3. be careful, also, of doing nothing. If you do not stand up for yourself, you will not get what you want.

4. in choosing solutions to situations which seem to call for yo to assert yourself, look carefully at the consequences of all the possible solutions and choose a solution which will get you what you were promised without getting you in trouble and without huring anyone else.

5. remember to prepare yourself ahead of time for the possibility that your solution will not work. What will you say that will give you time to decide what to do next?

F. Model and Practice

1. Model

   a. fill in a problem solving worksheet PS 2 describing how you would solve the problem of demanding a raise from your boss who promised it to you six months ago. Review sheet with students.

2. Practice

   a. have students fill out problem solving worksheets describing how they would solve the problem of a teacher who promised to give them a chance to make up missed homework assignments, but who changed his mind and is now going to lower marks by one letter grade.

   b. give feedback to insure that students know consequences of their chosen solution.

   c. give feedback to help students find assertive (not passive or aggressive) solutions.

3. Practice

   a. have each student identify a situation which calls for the student to speak up in order to get what he wants (i.e., having someone keep a promise, asking the return of property, etc.).

   b. make sure each student identifies a situation which can be solved rationally.

   c. have each student complete the problem solving worksheet.

   d. give feedback to insure that the student is aware of the consequences of his chosen solution.

   e. insure that the student has prepared a response inthe event his solution is unsuccessful.

   f. have the student implement his plan.

   g. give feedback on how to improve the design and implementation of the plan.

G. Summary

1. some problems demand an assertive response which is neither passive nor aggressive.

2. by practicing assertive solutions in real life situations you become a more skilled problem solver.

H. Assignment

1. fill out the evaluation section of your worksheet.

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Lesson 17

Materials Needed: 1. videotape "Alternate Route."
2. copy of worksheet PS 2 for each student.

Time Required
Lesson 45 mins.
Activity ________

Related Activities:

A. Objective

1. the student will use the problem solving procedure to solve the problem of being teased or taunted by others.

B. Introduction

1. being teased or taunted is a problem common to all people. Soutions vary from ignoring to retaliation. The best solution depends on the individuals involved and the nature of the teasing or taunting.

2. in this lesson we will see two girls who approach problems in two very distinct ways: Lisa never plans ahead and is constantly finding herself in trouble. Kate likes to prepare herself ahead of time and so is able to solve problems constructively.

3. by using a problem solving approach to the problem of teasing, students can plan their responses ahead of time. This planning increases their chances of coping successfully.

C. Review Assignment

1. have each student describe his assertive problem.

2. was the solution effective?

3. what other solutions could be used?

D. Review Previous Lesson

1. problems can be solved when solutions are considered and plans developed.

2. some problems can only be solved by being assertive. If we want assertive solutions to work we must practice such solutions so that we are comfortable using them.

E. Discussion

1. when other students tease or taunt us, we are faced with a difficult problem. Our feelings get hurt. If we strike back we may lose a friend. If we do nothing our feelings may continue to be hurt.

2. when someone teases us, it would be good to have n answer for them that will stop the teasing without causing more trouble. It is hard to come up with an answer, though, because we feel so bad.

3. if we plan ahead, the problem of teasing can be solved.

4. introduce the videotape "Alternate Route."
   a. the tape you are about to see shows two girls with a problem. One of the girls, Kate, usually plans ahead to avoid problems. The other girl, Lisa, never plans ahead and is always involved with problems.

   b. as you watch the tape identify problems that would never have happened if plans had been made ahead of time, and followed.

5. show the videotape "Alternate Route."

6. discuss the videotape emphasizing the importance of planning ahead if you know a problem will arise. (Teasing is a problem that is sure to arise.)
    a. Kate got into trouble when she knocked on the cabin door without first checking ou who was inside. If she had a plan, she would have avoided a problem.

    b. Lisa caused a problem when she ran off into the woods without first making a plan on what she would do there.

    c. Lisa solved the problem of getting Kate free by developing a careful plan.

7. there are some real problems that everyone will face repeatedly. Teasing is one of these problems. If you plan ahead, you can deal with problems like this effectively. Decide on a solution ahead of time and make up a plan for what you will do and say. Then, when you are teased, you will not be at a loss for words. You will know just what to do.

F. Model and Practice
1. Model

    a. fill in a problem solving worksheet PS 2 describing how you would respond to teasing about your clothes and share with students.

2. Practice

    a. have students fill out worksheets on how they will deal with teasing.

    b. give feedback to insure that students understand the consequences of their solutions.

3. Practice

    a. have students identify a specific situation in which they have been repeatedly teased or taunted.

    b. make sure the situation the student settles on is one which can be resolved rationally.

    c. have each student fill out a worksheet on how to solve the problem.

    d. give feedback to insure that the student understands the consequences of his chosen solution.

    e. make sure each student has prepared a response if his solution does not work.

    f. have students implement their solutions.

    g. give feedback on how to improve the design and implementation of the solution.

G. Summary
1. some problem situations occur repeatedly and we can plan for them.

2. by coming up with a solution to the problem of teasing, we prepare ourselves to act rationally when it occurs.

3. the more preparation and practice we have in dealing with a situation, the more skill and confidence we can bring to problems.

H. Assignment

1. fill out the evaluation section of the worksheet.

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Lesson 18

Materials Needed: 1. copy of worksheet PS 2 for each student.

Time Required:
Lesson 45 mins.
Activity ______

Related Activities:

A. Objective

1. the student will use the problem solving process to solve the problem of being wrongfully accused of misbehavior.

B. Introduction

1. in this last lesson on problem solving the student is asked to solve the problem of being wrongfully accused of some misbehavior. Because it is unlikely that such a situation can be foreseen in advance, the lesson is open ended. The student will develop his solution and plan and use it when the situation occurs.

2. in presenting this lesson, make the point that preparation can be a valuable tool in solving problems.

3. it is likely that at one time or another, students in your class have been wrongly accused of some thing. Whether or not such an accusation is successfully denied depends on a large extent on the students' ability to meet the accusation calmly. By having ready a general solution, the student can respond with confidence.

C. Review Assignment

1. have students describe their problem situation and their solution to the problem.

2. what happened when they implemented the solution?

3. how can they improve on their solution?

D. Review Previous Lesson

1. when problems occur repeatedly we can prepare for them by thinking of solutions.

2. the more preparation and practice that we have in dealing with a situation, the more skillful we become at solving the problem.

E. Discussion

1. there are some situations which ae very difficult because they cause intense feelings which are difficult to control.

2. once you do control your feelings in such situations, you are usually faced with a problem which must be solved.

3. if you are unable to solve the problem successfully, you may find yourself in even more trouble.

4. one situation which may cause this kind of problem for you is being falsely accused of doing something which you did not do.

5. this kind of accusation can make you feel both angry and afraid at the same time.

6. if you act on your anger and fear without thinking, you may find yourself in real trouble because instead of meeting the accusation calmly you may run away or strike out in anger.

7. to deal with this type of problem, it is helpful if you have some general solution available. That way, when you are falsely accused you will be prepared to implement a workable solution which you have thought about.

F. Model and Practice

1. Model

   a. describe a situation in which you were wrongly accused of something.

   b. describe your reaction and its effect.

   c. describe a solution that would be more effective.

2. Practice

   a. have students describe a situation in which they were wrongly accused of something.

   b. have students described their reaction.

   c. have students describe solutions that would be more effective.

   d. give feedback until all students describe viable solutions.

3. Practice

   a. have each student describe a situation in which they have been wrongly accused of something, or will be wrongly accused.

   b. have each student fill out problem solving worksheet PS 2 that describes how to act in that situation to solve the problem.

   c. give feedback to each student so that they understand the consequences of their chosen solution.

   d. make sure that each student has prepared a response to use if the solution is unsuccessful.

   e. help students generalize their solution so it could be used in a variety of similar situations.

   f. ask students to implement their solutions when and if a situation presents itself.

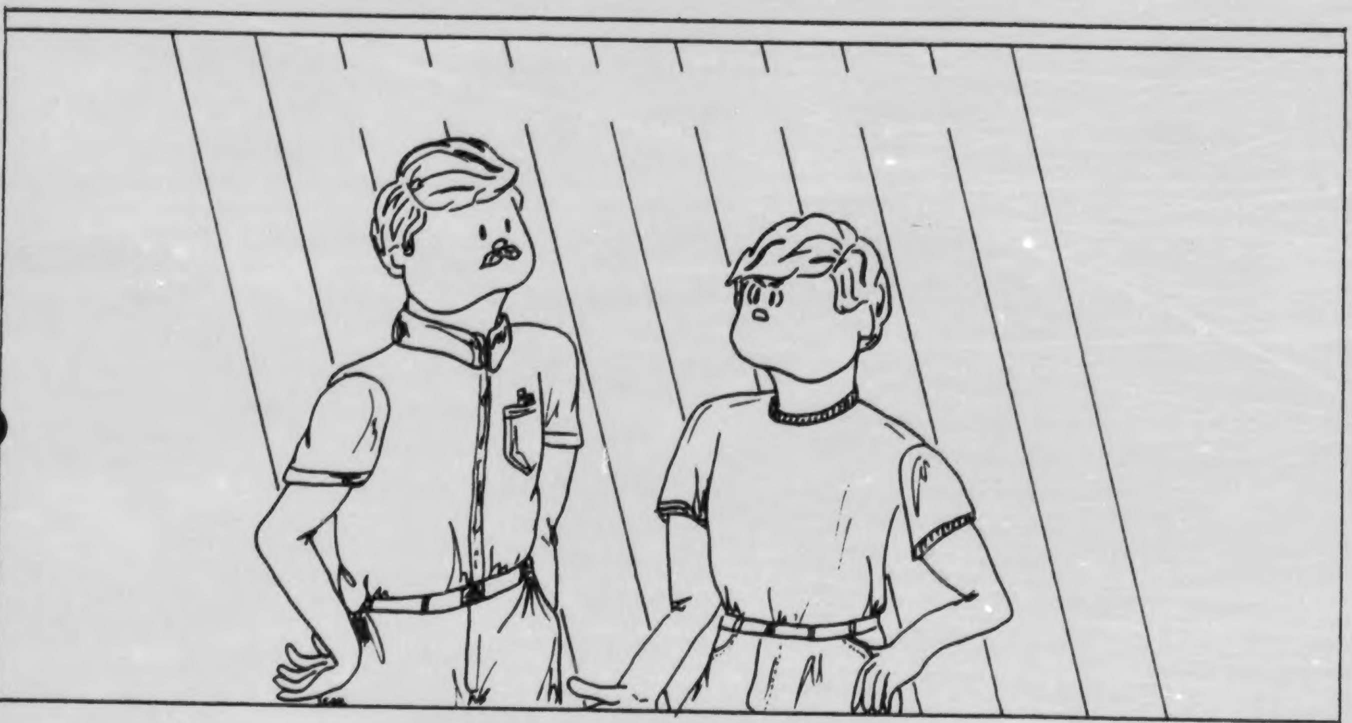
   g. have students describe the effects of their solution.

   h. give feedback on how to improve the design or implementation of the solution.

G. Summary

1. situations which cause us to feel strong emotions must be solved successfully or they may lead to greater problems.

2. by thinking about solutions to such problem situations ahead of time, we can prepare ourselves to meet these problems successfully.



Find a peaceful solution!

Communication

Introduction

Solutions to interpersonal problems invariably require communication between the individuals involved. Because we want students to be able to implement solutions to their problems, they must have some basic communication skills. Students who are able to choose the "best" solution to a problem may not implement that solution because they lack the communication skills needed to do so. The Communication Unit teaches students some basic communications skills needed for the effective implementation of solutions to interpersonal problems.

The skills taught in this unit include some basic listening and expressive language skills such as maintaining eye contact and starting a conversation. In this unit students are taught what to do and how to do it. An essential part of teaching these skills is the modeling provided in each lesson. It is not enough to tell students what to do. Specific examples must be provided. Generally, the teacher acts as a model, but if some respected peers are able to do so, they may be more effective. After seeing how the model performs the skill, the student should be given a chance to practice the skill. The purpose of this practice is twofold. First, it helps the student acquire the skill. Second, as the student gets more practice utilizing the skill in the classroom setting, his sense of competence increases. The teacher should make a systematic effort to build this feeling of competence as the student becomes better able to perform the skill. If we want students to use the skills in real situations, the students must be confident that they can do so effectively. This sense of confidence can be built by practice and reinforcement.

Practice must involve using the communication skills in a variety of settings. The student must be given the chance to practice listening skills, for example, in role play situations ranging from listening to someone reading a book, to listening to a teacher's reprimand, to listening to another student tell a joke. While the basic skills involved remain the same, the student must become familiar with using these skills in a variety of situations. The goal here is to enable the student to implement solutions to a variety of interpersonal problems. Generalization of skills must involve practice with a variety of role play situations. Eventually, the student should be given an opportunity to practice the communication skills in real life settings. If possible, such situations should begin as highly structured exercises outside of the special class and should gradually become less and less structured to approximate real problem situations in which the communication skills will be used.

Communicating with others in an effective manner is an essential part of interpersonal interactions. The skills taught in this unit are designed to help students communicate more effectively so that they can solve interpersonal problems successfully. Successful use of these skills depends on both instruction and practice so that the student knows not only what to do and how to do it, but also has the sense of competence needed to implement the skills. Finally, it is the teacher who serves as a model who provides a caring classroom atmosphere in which students can see such skills in use and can develop a reason to practice the skills.

COMMUNICATION OBJECTIVES

GOAL: the student will develop the skills needed to communicate with others in a manner which is both effective and acceptable to those involved.

LESSON OBJECTIVE

1. the student will define communication.
the student will differentiate between expressive and receptive communication.
the student will differentiate between verbal and non-verbal communication.

2. the student will differentiate between expressive and receptive communication.
the student will differentiate between verbal and non-verbal communication.

3. the student will determine the content of what he should say in a given situation.

4. the student will organize the message he wishes to convey into a beginning, a middle, and an end.

5. the student will describe and use in class elements of an effective speaking voice.

6. the student will describe and use in class non-verbal behaviors which aid expressive communication.

7. the student will describe and use in class several verbal responses to be used when listening to another person.

8. the student will describe and use in class several non-verbal responses for effective listening.

9. the student will identify and use in class the following listening skills:
    a. ask questions when appropriate.
    b. rephrase what is being said.
    c. show interest in what is being said using eye contact, facial expressions, nodding the head and saying "I see," "mm hmmm," etc.

10. the student will identify and use in class the listening skills listed in Lesson 9.

11. the student will identify all communication skills covered in Lessons 1 through 10.

12. the student will identify five steps to be used for engaging in a conversation:
    a. begin with pleasantries.
    b. introduce the main topic.
    c. listen to the other person's response.
    d. respond to the other person.
    e. end the conversation.

13. the student will identify and use in class the five step procedure for engaging in conversation.

14. the student will use in class the five step process for engaging in conversation while making a request.

15. the student will use the communication skills he has learned in this unit while engaging in a mock job interview.

16. the student will use his communication skills in a real job interview.

17. the student will use his communication skills in a structured meeting with a teacher to get across a specific message and to obtain specific information.

18. the student will use his communication skills in a situation which, in the past, has caused the student difficulty communicating.

Lesson 1

Materials Needed: 1. passwords (Activity C) written on slips of paper.

Time Required:
Lesson 30 mins.
Activity 20 mins.

Related Activities:
SC 3

A. Objective

1. the student will define communication.

2. the student will differentiate between expressive and receptive communication.

3. the student will differentiate between verbal and non-verbal communication.

B. Introduction

1. this lesson begins the unit on communication and along with lesson 2, provides an introduction to some basic concepts.

2. the first concept introduced is that communication is everything which occurs when we try to send and receive messages with other people.

3. the second concept is that communication can be either expressive or receptive.

   a. expressive communication is where we make our feelings or thoughts known to someone else.

   b. receptive communication is where we try to understand what someone else is trying to get across.

4. the fourth concept that will be introduced in the first two lessons is that communication takes place using both verbal and non-verbal methods.

C. Review Assignment

1. no assignment

D. Review Previous Lesson

1. no previous lesson.

E. Discussion

1. communication is the process of telling other people what we think or feel, and of listening to others to find out what they think and feel.

2. communication is very important because we cannot know what others are thinking and those people cannot know what we are thinking unless we communicate our thoughts in some observable way.

3. we communicate our thoughts by telling people what we want them to know. If we want them to know how we feel we have to tell them using words. If we want people to know what we are thinking, we have to tell them because they cannot see our thoughts. If we communicate well, other poeple will know what we want, what we think, what we feel. If we can make our thoughts and feelings known by using words we will not have to resort to less effective means of communication, (i.e., temper tantrums, crying, yelling, fighting, etc.).

4. our words carry great weight and can be used to express whatever it is that we want people to know. To communicate effectively we need to know not only what words to use but also how to use them. In the lessons that follow we will be learning some skills that will enable us to communicate more effectively.

F. Model and Practice

1. Model
   a. what is communication?
   b. communication is the process of telling other people what we are thinking or feeling, and listening to others to figure out what they are trying to say.
2. Practice
   a. have students respond to the question: "What is communication?"
   b. give feedback until all student answers make reference to the fact that communication involves both expressing our thoughts and listening to the thoughts of others.
3. Model
   a. why is communication important?
   b. communication is important because it allows us to make public the thoughts and feelings which would otherwise remain private.
4. Practice
   a. have students respond to the question: "Why is communication important?"
   b. give feedback until student answers describe the importance of communication as making available to others our private thoughts in an effective manner.
5. Model
   a. what's the most common and effective way of communication?
   b. using words to express ourselves is the most common and effective method of communication.
6. Practice
   a. have students respond to the question: "What is the most common and effective way to communicate?"
   b. give feedback until student answers refer to the use of words for communication.

G. Summary

1. communication is the process of telling other people what we think or feel and of listening to others to find out what they think or feel.

2. communication is important because with it, thoughts and feelings which are otherwise private can be made public.

3. we communicate our thoughts and feelings to others by using words.

4. we need practice to use our words effectively.

H. Assignment

1. describe how the following people would communicate the message: "I am hungry."

   a. an infant.

   b. a dog.

   c. a teenager who cannot speak.

   d. an adult.

ACTIVITY

A. Discussion

1. discuss the difference between expressive and receptive language.

2. discuss the difference between verbal and non-verbal communication.

3. make the point that we can use both verbal and non-verbal communication skills in expressive and receptive language.

B. Password

1. divide the group into pairs which will act as teams. Two teams will compete.

2. the teacher writes a word on a piece of paper and gives a copy to one member of each team.

3. the student who was given the word looks at it and attempts to get his partner to say the word by giving his partner non-verbal cues.

4. five points are given if the first team correctly answers on the first try. If the first team doesn't score, the second team gets a chance and if they answer correctly, they score four points. Teams alternate and points decrease on each turn.

C. List of Suggested Words

pleased
angry
proud
disappointed
uncomfortable
brave
happy
sad
guilty
enthusiastic
relieved
bored
confused
surprised
relaxed
scared
strong
weak
restless
stern

Lesson 2

Materials Needed: 1. list of sentences (Activity E) written on board or poster.

Time Required:
Lesson 30 mins.
Activity: 20 mins.

Related Activities:
BI 4

A. Objective

1. the student will differentiate between expressive and receptive communication.

2. the student will differentiate between verbal and non-verbal behavior.

B. Introduction

1. this lesson continues the introduction to communication by discussing the difference between expressive and receptive communication and between verbal and non-verbal behavior.

2. receptive communication is the act of listening for the purpose of learning what someone wants to tell us. It is sometimes easy and sometimes difficult to figure out what a person is trying to say. There are skills that can be learned and practiced that help us listen more effectively. This lesson will introduce that concept.

3. in both expressive and receptive communication, we make use of verbal and non-verbal behaviors.

   a. verbal behaviors are those where we use words to get our message across.

   b. non-verbal behaviors are actions we use to get our message across.

4. to be most effective in our communication we must be sure that the verbal and non-verbal messages that are being transmitted are the same. When there is a discrepancy between verbal and non-verbal messages, the listener will be confused and the desired message will be lost.

C. Review Assignment

1. have students describe the different means of communication that would be used by different people.

2. make the point that when a baby cries or when a dog barks, you cannot be sure what it means, but when a person says "I'm hungry" there is no ambiguity.

D. Review Previous Lesson

1. communication is the process of telling other people what we think or feel, and of listening to others to find out what they think and feel.

2. communication is important because it lets us make known thoughts and feelings which are otherwise private.

3. one way in which we communicate is by using words.

4. we can improve our ability to communicate by practicing communication skills.

E. Discussion

1. one kind of communication occurs when we want to let other people know what we are thinking. To do this we have to express our thoughts in words.
2. a second kind of communication occurs when we listen to what someone is saying to discover what they want us to know. To find out what someone is trying to tell us, we must listen carefully and ask questions if we do not understand.
3. it is important that we clearly understand what it is that people are trying to tell us. If we listen well, we will understand better the people we meet and we will not cause trouble as a result of some misunderstanding.
4. regardless of whether we are communicating to tell others what we are thinking or listening to find out what they are thinking, we can use two ways to communicate.
    a. we can communicate verbally using words. They are used to express what we are thinking and they are used when we listen to ask questions and to let people know we are paying attention.
    b. non-verbal behaviors are the actions we use when we communicate. They include facial expressions, body movements, eye contact, etc. Non-verbal behaviors accompany our words and give them more weight.

F. Model and Practice

1. Model
    a. what are two types of communication?
    b. two kinds of communication are letting others know what we are thinking, and listening to what others say to find out what they are trying to tell us.
2. Practice
    a. have students respond to the question: "What are two types of communication?"
    b. give feedback until all students include in their answers a reference to the concepts of expressive and receptive communication.
3. Model
    a. what are two methods of communicating?
    b. we can communicate verbally and non-verbally.
4. Practice
    a. have students respond to the question: "What are two methods of communicating?"
    b. give feedback until all students identify verbal and non-verbal behaviors as methods of communicating.

G. Summary

1. one type of communication is telling people what we are thinking (expressive).
2. a second type of communicating is listening to what others are saying (receptive).

3. two methods of communicating are:
    a. verbally, using words.
    b. non-verbally, using actions and facial expressions.

H. Assignment

1. watch two people talking.
    a. what are they talking about?
    b. what words they are using?
    c. what actions are they using?
    d. do they understand each other?
    e. how can you tell that they are listening to each other?

ACTIVITY

A. Discussion

1. expressive communication is used to make feelings or thoughts know to others.
2. receptive communication is used when we attempt to listen and to understand what someone else is trying to say.
3. expressive language uses words to make a statement.
4. receptive language uses words to clarify our understanding of what another person says, (i.e., we ask questions, paraphrase, etc.).

B. Activity 1

1. the teacher reads a sentence and chooses a student to describe the sentence as either receptive or expressive.

C. Activity 2

1. the teacher has students write down one expressive and one receptive sentence on a piece of paper.
2. the teacher reads the sentences and has students classify as expressive or receptive.

D. Activity 3

1. the teacher asks for an example of a receptive or expressive sentence and students respond orally.

E. List of Suggested Sentences

1.	I feel happy today.	expressive
2.	Did you say you were confused?	receptive
3.	I will ask Mary if she feels sad.	receptive
4.	The test was too hard.	expressive
5.	What did you say?	receptive
6.	I hate being late.	expressive
7.	John, please repeat what you said.	receptive
8.	Jim said, "I feel nervous."	expressive
9.	What does that mean?	receptive
10.	I feel good about myself.	expressive

Lesson 3

Materials Needed: 1. list of messages (Activity C) written on index cards.
2. telephone message pads.

Time Required:

Related Activities:

Lesson 40 mins.
Activity 20 mins.

A. Objective

1. the student will determine the content of what he should say in a given situation to achieve a given end.

B. Introduction

1. this lesson begins a series of four lessons which describe some important skills needed in expressive communication. The four skills which will be addressed are:

   a. choosing the content for a conversation.

   b. organizing the content into a beginning, middle, and end.

   c. practicing the correct voice, inflection, pitch, etc. for effective expression.

   d. practicing the correct non-verbal behaviors for effective expression.

2. this lesson is concerned with determining the content of what is to be said. Because Emotionally Handicapped students are involved in a fair share of difficult interpersonal situations, the focus of this and other lessons will be on choosing content which is useful in such situations.

3. in deciding on what to say, the student must be guided both by his own needs and by the needs of whoever else is involved in the situation. Generally, the student may have an idea of what it is he wants to achieve in any particular situation. Difficulty in communicating these wants can occur when the student directs his conversation beyond an expression of needs and into either irrelevant or offensive areas. In deciding on what he will say the student must be taught to limit his conversation to the relevant areas of discussion. Further, if he is to keep the conversation directed to these relevant needs, he must avoid offensive areas which, however relevant they might be, would detract attention from the desired goal.

4. the student must sort out the relevant from the irrelevant in deciding what will be said. he should ask himself:

   a. what do I want?

   b. why do I want it?

   c. who do I have to tell about it?

5. by answering these questions, he can narrow down what he needs to say to the essentials, (i.e., "I want to go to the library so I can get a book. I have to tell Mr. Johnson so I can get a library pass,"). By limiting the direction of his conversation to the essentials, the student can avoid irrelevant or offensive sidelights which would detract from the expression of his need or want. (Later lessons will deal with the task of putting messages within a socially accepted framework.)

6. the student must approach a situation and decide what he will say. His message should be short and to the point. To insure this, he should clarify for himself what he wants in the situation, why he wants it, and to whom his wants should be conveyed.

C. Review Assignment

1. have students describe the conversations they observed.

2. did the verbal and non-verbal behaviors convey the same message.

3. how could you tell they were listening to one another.

D. Review Previous Lesson

1. communication is the act of telling people what we are thinking, and of listening to other people to hear what they are thinking.

2. two methods of communication are verbal, using words, and non-verbal, using actions and facial expression.

E. Discussion

1. whenever we want to tell someone else what we are thinking, we have to decide what to tell them.

2. to decide what to tell them we have to know:

   a. what we want.

   b. why we want it.

   c. who we will tell it to.

3. suppose I have a book that I letJohn borrow. John has had the book for three weeks and has not given it back. I needthe book and I'm angry at John because he has not returned it. What should I say to John? I have to decide what I want. Do I want John to know that I am angry or do I want John to know that I want the book? To communicate effectively I should just tell him one thing at a time. What I really want is to get the book so that's what I'll talk about. Why do I want the book? Because I need it to do my homework. Who do I have to tell about all this? John, because he has the book. Now that I have that all figured out, what do I say? "John, please bring in my book tomorrow because I need it to do my homework."

4. deciding what to say can be easy or hard, but with practice you can get better at it. The important points to remember are:

   a. you should limit your conversation to what you really want.

   b. you should not be offensive because that will only detract from you message, (i.e., "John, you creep, where's my book?").

5. remember, keep your communication short and to the point.

F. Model and Practice

1. Model

   a. when you want to communicate something to someone what should you ask yourself?

b. you should ask yourself:

i. what do I want?

ii. why do I want it?

iii. who do I tell?

2. Practice

a. have students respond to the question.

b. give feedback until all students cite all three questions.

3. Model

a. when communicating with someone else what should you do to be effective?

b. you should keep what you say short and to the point, and you should not be offensive.

4. Practice

a. have students respond to the question.

b. give feedback until all students cite brevity, relevance, and a lack of offensive comments as elements of effective communication.

5. Model

a. describe a situation in which a student has a need that must be expressed. Include in your description irrelevant information.

b. based on the situation described, cite what the student wants, why he wants it, and to whom he needs to express himself.

c. make note of irrelevant details and discard them, (i.e., Jim is sitting in class and he has to use the men's room. While he is waiting for Mr. Harper to see him with his hand in the air, Jim is wondering if he will pass his math test next period. He is going to ask Mr. Harper to help him get ready. He also has to ask Mr. Harper to help him with his English homework. Mr. Harper's turning around. What should Jim say? Jim wants a lot of help from Mr. Harper but his most important thing right now is to go to the men's room, because he can wait no longer. So when Mr. Harper calls on him Jim does not ask about math help or English homework, Jim says "Mr. Harper, may I please use the men's room. I can't wait any longer ").

6. Practice

a. describe several situations in which a student has a need that he wants met. Include irrelevant information in the description (use student volunteered situations where possible).

b. have students note relevant and irrelevant details.

c. have students decide what they would say.

d. give feedback until student responses are short, to the point, and inoffensive.

G. Summary

1. when trying to communicate with others, we must decide what we will say by asking ourselves:
    a. what do I want?
    b. why do I want it?
    c. who do I have to tell it to?
2. when we communicate we should be sure that our message is short, to the point, and not offensive.

H. Assignment

1. describe a situation in which you wanted to communicate with someone but they did not seem to understand what you were saying.
    a. what did you say?
    b. did you keep it short and to the point?
    c. were you offensive?
    d. why were you not understood?

ACTIVITY

A. Discussion

1. the first thing we must do when we want to communicate with someone else is decide what we want to say.
2. to decide what we want to say we must be able to pick out all of the important points that we want to communicate.
3. before we speak, we should make a list of the points we want to make. If we communicate clearly, the listener should be able to come up with a list of items similar to ours, after hearing what has been said.

B. Activity

1. supply students with a list of messages that are to be conveyed by telephone, (i.e., "Pick up your little brother John at 3:00 at the Smith house,"). See C. Messages.
2. have two students role play a telephone conversation. The student who initiates the call is given a message to convey. First, he should list all the pertinent information. Next, he makes the phone call and conveys the message.
3. the student who receives the phone call must write out the message listing only the pertinent points.
4. when the conversation is complete, compare the message which was conveyed with the message which was received.
5. continue the exercise using increasingly complex messages.

C. Messages

1. the school bus will arrive fifteen minutes early on Thursday. Be there on time or you will miss the bus.

2. Mr. Masters' math class has been moved from Room 209 to Room 290. He will be covering the use of decimals and you have to bring a metric ruler.

3. Mike's Bike Shop called to say that Mary's bike is ready. Pick it up on Friday instead of Saturday and make sure you bring cash to pay the $53.00 bill. Jim's bike won't be ready till next week.

4. the class would like to order some coffee and donuts for their field trip. Jim wants a coffee with cream and a jelly donut. Mary wants coffee black, and an eclair. Frank wants a coffee with cream and sugar and a jelly donut. Harriet wants a black coffee and two powdered donuts. Joe wants his coffee black without cream and no donuts.

Lesson 4

Materials Needed: 1. list of situations (Activity C) written on board or poster.
2. index cards or blank telegram forms.

Time Required:
Lesson 30 mins.
Activity 20 mins.

Related Activities:

A. Objective

1. the student will organize the message he wished to communicate into a beginning, middle, and end.

B. Introduction

1. this lesson continues the previous lesson in that it deals with the organization of the content of what is said. The idea of organizing the content into a beginning, middle, and end serves to keep the communication relevant and insures that it is presented in a logical manner.

2. the student should be reminded that every message can be arranged in a logical manner and that the manner in which a message is arranged can affect its impact. When a message is not arranged into some kind of order, it cannot be understood as easily a well ordered message. By grouping the message into some kind of beginning, middle, and end whenever possible, the student stands a better chance of having his message understood.

C. Review Assignment

1. have students describe the situation in which they were not understood.

2. why was the message not understood?

3. what could have been done to improve the message?

4. make the point that every message must be relevant and inoffensive if it is to be accepted.

D. Review Previous Lesson

1. communication consists both of expressing our thoughts and of listening to others to hear their thoughts.

2. we can communicate both verbally with words, and non-verbally with actions and expressions.

3. to be most effective we should express ourselves with brief, relevant, inoffensive statements.

E. Discussion

1. to be most effective when we try to communicate we have to keep our messages in order. That means that whenever possible we should give our messages a beginning, a middle, and an edn.

2. every message can begin by referring to the person with whom we are speaking. This way we get the person's attention and we direct our message exactly where we want it.

3. the middle of every message should be the statement of what we want or think or need, etc. This statement should be brief and relevant.

4. the ending of the message should answer the question "why?" Why do I need this? Why am I telling this to you?

5. if we combine these three elements we get statements like these:

   a. "Jack, I want to get my book back, because I need it to study."

   b. "Mr. Harper, I need your help with my English homework, because I can't figure it out."

   c. "Mike, I think you have a nice bicycle and I'd like to ride it."

6. by including in each statement a beginning, a middle, and an end, the statements are brief, clear, and to the point.

F. Model and Practice

1 Model

   a. how should we arrange what we are going to say?

   b. we should arrange what we will say into:

      i. beginning - refer to the person to whom we are talking.

      ii. middle - state what we are thinking, feeling, etc.

      iii. end - give reason for the statement.

2. Practice

   a. have students respond to question.

   b. give feedback until each student describes what constitutes the beginning, middle, and end of a message.

3. Model

   a. describe a situation which calls for a particular statement.

   b. make the statement identifying the beginning, middle, and end, (i.e., Jim wants to borrow five dollars from Harry: "Harry, can I borrow five dollars, to buy a ticket to the movie tonight.").

4. Practice

   a. describe various situations for which a statement is needed (ask students for examples).

   b. have students compose statements and identify beginning, middle, and end.

   c. give feedback until all students develop statements with beginning, middle, and end.

G. Summary

1. all messages should have a beginning, middle, and end if they are going to be understood.

2. the beginning of a message should refer to the person to whom you are speaking.

3. the middle of a message should contain a statement of your need, want, thought, etc.

4. the end of the message should refer to a reason for the statement.

H. Assignment

1. write a message for each of the following situations and identify the beginning, middle, and end of your message:

   a. John wants to go to the movies with Mary next Friday.

   b. Arthur thinks that his math teacher, Mr. Mellow, could help him with his math homework.

   c. Jack believes that Mark is mad at him because he broke Mark's pencil.

   d. Anthony is mad at his teacher because he thinks his teacher does not like him.

   e. Troy wants to go skating with his friend Larry, but he needs to get a ride from his father who is mad at him.

ACTIVITY

A. Discussion

1. discuss the importance of organizing a messge into a beginning, middle, and an end to insure that the message is coherent and easily understood.

2. condense messages to include only the most important words is valuable in getting our ideas across to others.

3. go over in detail the different parts of a message: beginning, middle, end.

B. Telegram Writing

1. write one or more of the suggested messages on the board.

2. the student reads the message and attempts to condense the message to a telegram of 15 words or less.

3. the student is encouraged to use the format of beginning, middle, and end.

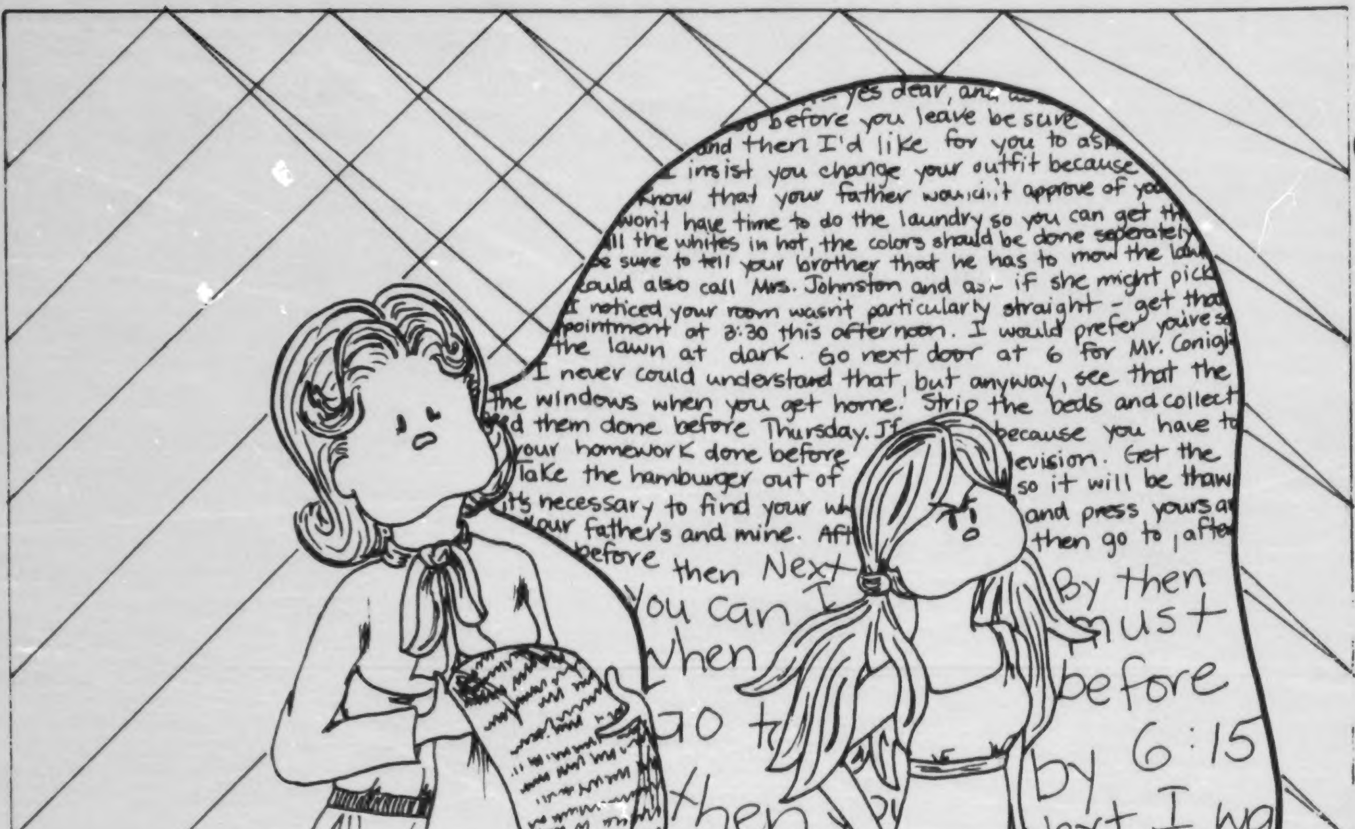
4. exchange telegrams with another student.

5. have students correct the telegrams, making sure that each one includes a beginning, a middle, and an end.

6. share telegrams with class.

C. Suggested Situations

1. write a telegram to Councilman Bennet giving a reason why his proposed ban of bike riding inside the city limits should not be approved.
2. write a telegram to a friend to let him know the time, date, place, that you will arrive in his city.
3. choose five real people and write telegrams to those people beginning with these words: "I urge that you . . ."
4. write advice to friends or relatives who need encouragement.


yes dear, and
before you leave be sure
and then I'd like for you to as
insist you change your outfit because
know that your father wouldn't approve of yo
won't have time to do the laundry so you can get th
ll the whites in hot, the colors should be done seperately
e sure to tell your brother that he has to mow the law
ould also call Mrs. Johnston and as if she might pick
noticed your room wasn't particularly straight - get tha
pointment at 3:30 this afternoon. I would prefer you're s
the lawn at dark. Go next door at 6 for Mr. Conigl
I never could understand that, but anyway, see that the
the windows when you get home. Strip the beds and collect
ed them done before Thursday. If because you have to
your homework done before evision. Get the
Take the hamburger out of so it will be thaw
it's necessary to find your wh and press yours a
your father's and mine. Aft then go to, afte
before
then Next
You can I
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go to
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finish
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By then
must
before
by 6:15
Next I wa
hurry t
looking t
sure
Here, I made a list.

KEEP IT SHORT AND TO THE POINT

Lesson 5

Materials Needed: 1. list of statements (Activity C) written on index cards.

Time Required:
Lesson 40 mins.
Activity 20 mins.

Related Activities:
BI 9

A. Objective

1. the student will describe and use in class elements of an effective speaking voice.

B. Introduction

1. having become skilled at deciding what to say and how to organize it, the student must now be taught how to say it. This lesson emphasizes several qualities of speaking which the student can control and practice, while the next lesson will address non-verbal behaviors.

2. to be most effective in communicating a message verbally, the student must speak clearly and fluently. The voice must be neither too loud nor too soft. The words must be spoken without undue hesitation but also without undue speed. Other aspects of the voice such as timber and pitch may be more difficult to control, especially in problem activities, but the loudness of the voice and the speed with which a message is conveyed can be controlled with practice.

3. in most situations, a normal speaking voice is sufficient to get one's message across. Generally, there is no need to be either unusually loud or unusually soft. Both these conditions bring to situations an added meaning which is probably undesired and irrelevant.

4. in most situations a normal rate of speed is sufficient to make one's message clear. The message will be clouded by speaking either too slowly or too quickly.

5. a speaking voice which uses normal loudness and is delivered at a normal rate of speed allows the student to communicate more effectively. Where either loudness or speed are unusual, the listener is given a cue that something unusual is being communicated. To the extent that this is untrue, the message is being misunderstood.

6. in addition to loudness and speed, the student must be made aware of the inflection of his voice. Changing the inflection can result in completely different meaning to the same words: "Wow, look at that car!" can be referring either to a real beauty or a real wreck. The inflection a student brings to his voice can reflect surliness, indifference, admiration, etc., and these differences must be made clear.

C. Review Assignment

1. have students recite their statements for each situation and identify the beginning, middle, and end of each.

2. give feedback until all students correctly give a statement with a beginning, middle, and end.

D. Review Previous Lessons

1. we communicate both by expressing what we are thinking and by listening to what other people say.

2. we communicate with both verbal (words) and non-verbal (actions) behaviors.

3. to be most effective we must decide on what we want to say and then organize our messages with a beginning, a middle, and an end.

E. Discussion

1. once we have decided what to say and we have organized it into a beginning, middle and end, we must work on improving how to say it.

2. we use our voice to do a lot of our communicating because so much of what we communicate is done with words. It is important, then, that our speaking voice is used correctly to convey our message.

3. some messages should be delivered in a very loud voice: "Let's go Bucs!" Some messages should be delivered in a soft voice: "Don't wake the baby." Some messages should be said very quickly: "Let's get out of here before the bomb goes off." Other messages need to be said slowly: "Listen carefully. Turn right at the light."

4. Most messages should be delivered with a normal speaking voice: a voice which is neither very loud nor very soft. Most messages should be delivered at a normal rate of speed, neither fast nor slow. The idea is to get the message across as clearly and effectively as possible. Adding in a loud or soft voice, or a fast or slow rate of speed may just confuse the message.

5. whenever we speak we should be aware of the inflection we bring to our voice. Inflection is the tone of our voice and it can convey very strong messages. We can tell someone "I really like you," but depending on how we say it, we can mean I like you or I hate you. Remember, to get our message across most effectively, it is usually best to avoid offensive or nasty messages. We have to be careful that we do not offend people accidentally by our inflection.

6. we can get our message across most effectively if our voice is not too loud or too soft, if we speak at a normal rate of speed, and if the inflection in our voice goes along with the message of our words.

F. Model and Practice

1. Model

   a. when we are ready to say something, how should we use our voice?

   b. we should use a normal speaking voice and a normal rate of speed, and we should be sure our inflection is appropriate to our message.

2. Practice

   a. have students respond to the question.

   b. give feedback until all students include in their answer references to normal speed and loudness of voice and to the importance of inflection.

3. Model

   a. make a series of verbal statements that refelct difficulties associated with a very loud, soft, fast or slow voice:

i. say something so quietly or so quickly that it cannot be understood.

ii. say something so loudly or so slowly that people are more interested in **how** you are saying than in **what** you are saying.

4. Practice

   a. make a statement, ("The sky is blue").

   b. have students say the statement five ways: loud, soft, fast, slow, normally.

   c. give feedback making the point that in most instances the most effective style is normal loudness and speed.

5. Model

   a. make a statement using several different inflections to reflect different meaning, (i.e., use the words "Nice hat Jim" to mean you really like the hat and to mean you think the hat is ugly).

6. Practice

   a. give students a list of several statements.

   b. have each student take a statement and change its meaning by changing the inflection in his voice, (i.e., "You're a great teacher, Mr. Jones," "Thanks for your help, Ed," "I love your math class, Mr. Mello,").

G. Summary

1. the message you wish to communicate will be most effective if you use a voice which is neither too loud nor too soft.

2. the inflection of your voice can influence the meaning.

H. Assignment

1. observe and describe a situation in which a person used an unusually loud, soft, fast or slow voice.

   a. what was the message?

   b. was the message effectively conveyed?

ACTIVITY

A. Discussion

1. good speaking skills must be developed with practice like any other skill.

2. it is important that we use all the skills that we have learned in presenting a message, (i.e., facial expressions, voice inflection, non-verbal cues, focus on main idea).

3. the following activity will help develop the skills required to accurately convey your message.

B. Procedure

1. have students pair up and sit facing each other.

2. one person will begin the activity by making a statement which could be interpreted in several ways depending on the tone of voice or inflection which is used. (See C. Suggested Statements). Example: "I like this class" could mean that I really like the class, I don't like the class, I like the room, I like the students, etc.

3. the other student paraphrases what has been said to discover the meaning of the statement.

4. the first student can then restate the sentence using a new tone of voice, a different pitch, etc., to convey a new meaning.

5. the students continue the procedure until all interpretations of the statement are found and then they switch roles.

6. use the following as the basis for discussion:
    a. what affected the expression and interpretation of the message?
    b. what behaviors were used to present an effective message?
    c. how did you feel when the message was misinterpreted?
    d. how did you feel when the message was understood?
    e. what speaking skills are needed to make a message more clear?

C. Suggested Statements

1. I like that shirt you're wearing.
2. Do you really want to ride my bike?
3. I'd love to lend you a dollar.
4. You're a real friend.
5. That test was real easy, Mr. Jacskon.
6. I love math class.
7. Can I lend you a pencil?
8. I didn't know that.
9. That's real interesting, Mike.
10. Thanks a lot.

Lesson 6

Materials Needed: 1. role play situations (Activity C) written out on index cards.

Time Required:
Lesson 30 mins.
Activity 30 mins.

Related Activities:
BI 8

A. Objective

1. the student will describe and use in class non-verbal behaviors which aid expressive communication.

B. Introduction

1. whenever we deliver a message verbally, we also are using some non-verbal behaviors which either express the same or some different message. To be most effective the verbal and non-verbal messages must be the same.

2. this lesson introduces the student to some basic non-verbal behaviors which can be used to support his verbal behavior. Most important, however the student should learn that effective communication depends on keeping non-verbal behaviors in accord with the verbal message, (i.e., If the student wants to ask a favor of someone he should keep his facial expression friendly rather than hostile).

3. the most important non-verbal behavior a student must learn is to maintain eye contact while he speaks. This does not mean he should glare at the person, but rather that he should maintain eye contact, with occasional breaks, most of the time. By maintaining this kind of eye contact, the student is striking a middle ground between passive and aggressive communication and lets the other person know he is actively trying to communicate.

4. a second important non-verbal behavior is the general body orientation of the student. The student should stand relaxed and facing the person to whom he is speaking. Turning away from the person or leaning in towards them can send messages of withdrawal or aggression which are not needed. A relaxed, upright position facing the other person conveys the intention to communicate and listen.

5. a third set of important non-verbal behaviors are those which we make using facial expressions can communicate as much as our words. If we want the message of our words to be understood, our facial expression must reflect our words.

C. Review Assignment

1. have students describe the situations they observed where a person used an unusually loud, soft, fast or slow voice.
    a. what was the message?
    b. did the message call for an unusual voice?
    c. if the message was not effectively communicated, why not? What could have been done to get it across effectively?

D. Review Previous Lesson

1. we communicate when we express our thoughts or feelings and when we listen to other people express their thoughts or feelings.

2. to be effective we have to organize what we say into a beginning, middle, and end.

3. we communicate using both verbal and non-verbal behaviors.

E. Discussion

1. in addition to words, we use actions to let people know what we are thinking. There are many non-verbal behaviors that we use to communicate or that show people how we feel or think:

   a. if we are crying people will know, without our saying anything, that we are sad or hurt.

   b. if we smile, people can tell we are friendly or happy.

   c. if we turn away from someone, they can tell we don't want to communicate with them.

2. there are many non-verbal behaviors that we use but the most important non-verbal behaviors are:

   a. eye contact.

   b. body posture.

   c. facial expressions.

3. when we communicate with someone, we want them to know we are interested in the conversation and that we mean what we say. One way to get across this message is to look the other person in the eye. We do not have to stare at the person, but we should watch their eyes most of the time.

4. a second way of showing our interest in the person and the conversation, is by standing facing them, in a relaxed upright manner. We don't want to lean in on them, all tensed up or they will think we are nervous or angry. We don't want to turn away from them or they will think we are afraid of them or not interested. We just have to stand near them and relax.

5. a third important type of non-verbal behaviors are the facial expressions we use. If we say "I feel good today" but our face has a hurt look on it, our message is confusing. Our facial expressions must match our words.

F. Model and Practice

1. Model

   a. what are three types of non-verbal behaviors?

   b. eye contact, body posture, and facial expressions.

2. Practice

    a. have students respond to the question.

    b. give feedback until student answers refer to eye contact, body posture, and facial expression.

3. Model

    a. describe a statement you wish to make.

    b. make the statement to a student giving eye contact 70 - 80% of the time and maintaining a relaxed body posture.

4. Practice

    a. describe several statements.

    b. have students make these statements to you and to each other maintaining eye contact and a relaxed body.

    c. give feedback until all students can maintain a relaxed body posture and 70 - 80% eye contact.

5. Model

    a. make a statement using different facial expressions to change the meaning of the statement, (i.e., "This tastes wonderful" with a smile and then with a grimace).

6. Practice

    a. make several statements.

    b. have students say each statement using different facial expressions to vary the meaning.

    c. give feedback until all students can use several different facial expressions effectively.

G. Summary

1. three important non-verbal behaviors are:

    a. eye contact.

    b. body posture.

    c. facial expressions.

2. to be most effective in communicating, your verbal and non-verbal messages must be the same.

H. Assignment

1. observe a person whose non-verbal behaviors are not the same as his verbal behaviors:

    a. what is the message of his words?

    b. what is the message of his actions?

    c. how should his actions change to be effective?

ACTIVITY

A. **Discussion**

1. non-verbal behaviors are an important part of communication.

2. three important types of non-verbal behaviors are eye contact, body posture, and facial expressions.

3. to be most effective when we communicate, our non-verbal behaviors should parallel the meaning of our words.

B. Procedure

1. write situations (see Suggested Situations) on cards or strips of paper, one per card, and place in a small box.

2. have a student choose a situation card from the box.

3. with another student as the teacher, have the student role play the situation. The student should pay attention not only to **what** he says, but also to his non-verbal behavior (eye contact, posture, facial expression).

4. the student can earn three points for each role play situation: One point for maintaining eye contact, one point for appropriate posture, and one point for appropriate facial expressions.

5. a prize can be given to the student or team which accumulates the most points.

C. Suggested Situations

1. May I have a pass to the restroom?
2. I lost my pencil, may I use one of yours?
3. My stomach hurts, may I go to the clinic?
4. I sure feel good today.
5. Excuse me for bumping into you.
6. I am hungry, what time do we go to lunch?
7. I have a headache, do you have an asprin?
8. Good morning, how are you today?
9. I am sorry I forgot to bring my books.
10. I have a difficult problem, will you help me?
11. This morning I found $20.00.
12. My brother took my bicycle and I have no way to get home. Will you help?
13. Good-bye. Have a nice day and I'll see you tomorrow.

Lesson 7

Materials Needed: 1. role play situations for listening (Activity C) written on index cards.

Time Required:
Lesson 30 mins.
Activity 30 mins.

Related Activities:

A. Objective

1. the student will describe and use in class several verbal responses to be used when listening to another person.

B. Introduction

1. the student has been introduced to several ideas that can be used to improve his expressive communication ability. This lesson and the three that follow deal with listening. Verbal and non-verbal responses are discussed and practiced. A procedure is then introduced to remind the student of what to do when listening.

2. an initial step in listening to someone, is trying to hear what the person is saying. Beyond this, however, the student should be taught that there are a number of verbal behaviors which can not only improve his ability to listen, but can also improve his skills as a communicator by making him an interested, active listener.

3. to be a good listener the student must possess the following verbal skills:

   a. the ability to ask questions to clarify what is being said.

   b. the ability to rephrase what is being said.

   c. the ability to give the speaker verbal feedback that shows an interest in the conversation.

C. Review Assignment

1. have students describe the situations they observed where verbal and non-verbal messages were not the same.

   a. was the message effectively communicated?

   b. how should the non-verbal behaviors be changed?

D. Review Previous Lesson

1. to be most effective in expressing ourselves our verbal (words) and non-verbal (actions) must reflect the same message.

2. verbal messages must be delivered with a normal voice and normal speaking speed and must not include a distracting inflection.

3. non-verbal behaviors must include good eye contact, relaxed, upright body posture, and appropriate facial expressions.

E. Discussion

1. the ability to communicate includes the ability to listen to what someone else is saying. If we want to be good listeners, we have to be able to pay attention to what's being said and, if we do not understand, we must be able to say the right things to get the message.

2. one way of getting the message is by asking the speaker for more information. If Jim is talking to me about his bicycle and I don't understand, I can ask: "Jim, what do you mean? What is a spocket?" If we are not sure of what is being said, we must ask for more information until we do understand.

3. a second thing that a good listener does is to repeat what the speaker is saying but using different words. This way we can see if what we understand is really what the person is trying to say (i.e., Jim says: "You take the chain, put it on the sprocket and tighten it." You respond: "I see. You put the chain in this gear on the back wheel and then you tighten this bolt,").

4. the final thing a good listener does is occasionally say something that indicates he is interested and listening. This is just a brief word or two, such as: "Yes, I understand," "That's interesting," "What happened next," "Oh, really," etc. These brief statements let the speaker know that you care about what he is saying.

5. to be a good listener, ask questions when you need more information to understand what is being said; repeat what is being said using your own words; respond every so often with a word of interest.

F. Model and Practice

1. Model

   a. ask a student to start talking to you and then:

      i. ask a question to get more information.

      ii. rephrase what the student is saying.

      iii. give feedback indicating interest.

2. Practice

   a. begin talking to a student or have another student do the talking.

   b. have the student ask questions, rephrase what you are saying, and say things which indicate interest in what you or the other students are saying.

   c. give feedback until each student can effectively ask questions, rephrase statements, and give verbal feedback.

G. Summary

1. to be a good listener you must:

   a. ask questions to get more information.

   b. repeat what is being said using your own words.

   c. give an indication of interest in what is being said.

H. Assignment

1. who do you think is a good listener?
    a. what do they say when you are talking to them?
2. who is a bad listener?
    a. why are they bad listeners?

ACTIVITY

A. Discussion

1. when we are listening to someone we must pay attention to what they are saying.
2. if we don't understand what's being said we should ask for clarification.
3. if we think we understand, we should rephrase what we have been told to see if we really understand.
4. when we are sure we understand we can say something like "Oh, yes," or "I see" to let the speaker know we are paying attention and understand him.
5. this activity will give us practice in using these strategies.

B. Procedure

1. students will get into pairs, one student will be the listener and the other will be the speaker.
2. the speaker will read a situation (see Suggestion Situations) to himself and then begin describing that situation in his own words, to the listener.
3. the listener must use his listening skills to find out who was involved, what exactly happened, and why it happened.
4. the listener must do the following during the exercise:
    a. ask questions to clarify the situation.
    b. rephrase what he is told to see if he understands.
    c. tell the speaker that he understands what he is being told by saying something like "I see."
5. while one pair work through a situation, the rest of the class observes and notes when the listener performs each of the three requirements which were overlooked.
7. have each pair do at least one situation.

C. Suggested Situations

1. Jim and Mark are very good friends but Jim is very unhappy about their friendship. Every time they go out Mark leaves his money at home and Jim winds up paying. Jim doesn't want to lose Mark as a friend so he hasn't said anything. One day when Mark asks Jim if he wants to go to the movies Jim gets angry and yells at Mark, "No way." Mark can't figure out what the problem is.

2. Donna is always disturbing your concentration by tapping her pencil on the desk. You have talked to the teacher about the problem, but nothing has changed. You have told Donna that if she doesn't cut it out you are going to break her pencil. During the math test in your next class, you hear a pencil tapping. After you yell "Cut it out, Donna" you realize that it was the math teacher not Donna who has been tapping his pencil.

3. Larry saved all his money to buy a model plane. He hid his money in his desk drawer. When he got home from school he discovered his money was missing. The only person who knew where it was was his sister, Jane. When Jane came home, he accused her of stealing the money. Even though she denied it, Larry is mad at her.

Lesson 8

Materials Needed: 1. role play situations for listening (Activity D) written on index cards.

Time Required:
Lesson 30 mins.
Activity 30 mins.

Related Activities:

A. Objective

1. the student will describe and use in class several non-verbal responses for effective listening.

B. Introduction

1. in addition to the verbal responses needed for effective listening, the student must master several non-verbal responses. Basically, these non-verbal responses will be used to indicate that the listener is interested and paying attention to what is being said and to indicate that the listener understands what is being said.

2. three types of non-verbal behaviors which are used by good listeners are:

   a. appropriate facial expressions.

   b. appropriate non-verbal but oral responses such as laughing, and saying "um hmm,"

   c. appropriate body language such as maintaining eye contact and nodding the head to show agreement, disagreement, or understanding.

3. facial expressions can indicate an understanding of what is being said (a sad face when a sad story is being told) or it can indicate the interest of the listener. In either case, the facial expression of the listener lets the speaker know that he is doing well and encourages him to continue.

4. non-verbal oral responses serve the same purpose as facial expressions. Laughing at a funny story, tells the speaker that you appreciate what he is telling. Indicating interest and attention is done by saying "mm hmm", etc., during the conversation and gives the speaker the encouragement to continue.

5. head movements can be used to indicate interest and understanding as well. Combined with other non-verbal behaviors, nodding the head up and down can indicate agreement and understanding. The feedback the speaker receives from head movements is one way in which he is encouraged to continue.

6. maintaining eye contact is also an important non-verbal behavior which demonstrates interest and attention and which encourages the speaker.

C. Review Assignment

1. have students describe good and bad listeners.

2. how are they different?

3. make the point that the good listener let's you say what you want to say and expresses an interest in what you are saying.

D. Review Previous Lesson

1. to be a good listener you have to ask people for more information; you have to repeat what they are saying in your own words; you have to give feedback to show your interest in what is being said.

2. effective communication depends on verbal (words) and non-verbal (action) messages being the same.

E. Discussion

1. to be a good listener, you must be able to say the correct things to the speaker. But since all good communication depends on verbal and non-verbal behavior, you must also use the correct non-verbal behavior.

2. a good listener will use three kinds of non-verbal behaviors:

   a. facial expression

   b. laughing, saying "mm hmm", and other sounds that are not words.

   c. using body language such as eye contact and nodding your head to express interest, agreement, or understanding.

3. if you do not understand what is being said, your facial expression should show that (make a quizzical face). If you understand that what is being said is sad, your face should show that (make a face of concern). If what is being said is happy, your face should reflect that (smile). A good listener will show in his face, what he feels about the conversation.

4. there are a lot of noises we make that are not words. A good listener will use the noises to show how he feels about what is being said. A laught shows that what is being said is funny. "Mm hmm" shows that you are interested or agree with what is being said. Using these kinds of sounds, we express ourselves in a way that encourages the speaker to continue, and in this way we become better listeners.

5. we can use movements of our head to indicate what we think of the speaker's words. Nods and shakes of the head show him that we agree, disagree, or understand. Eye-contact is important because it shows that we are interested in what is being said. By letting him know how we feel, the speaker is encouraged to go on talking because he sees that we are listening and understanding.

F. Model and Practice

1. Model

   a. have student begin talking to you.

   b. listen to the student and respond using facial expressions, "mm hmms", eye contact, and head nods to indicate understanding, but do not use words.

2. Practice

   a. begin talking to a student or have students in pairs work as speaker and listener.

   b. have listeners indicate their interest and understanding by using non-verbal behaviors.

   c. give feedback until all students are effectively using non-verbal forms of listening.

G. Summary

1. a good listener must make use of non-verbal behavior to indicate interest and understanding in what is being said.

2. these non-verbal behaviors are:

   a. facial expressions.

   b. sounds that are not words such as laughing, and "mm hmm".

   c. body language such as eye contact and nodding the head.

H. Assignment

1. when you are listening to someone speak see if you can keep them speaking using only non-verbal behaviors as long as possible.

   a. how did it work?

   b. when did you finally have to speak?

ACTIVITY

A. Introduction

1. when listening to another person, we must let them know that we are paying attention and are interested in what they are saying.

2. one way to do this is through our behavior.

3. our body language and facial expression can indicate that we understand, are paying attention, and care about what is being said.

4. we can also indicate by our body language and facial expressions that we are not interested or don't care about what we are hearing. We must be careful that the message we get across is realy the one we want to convey.

5. today's activity will give us a chance to practice and observe non-verbal behaviors that are used by listeners.

B. Procedure

1. split the class into 3 groups - A, B, and C.

2. choose a speaker from group A, and a listener from group B. Group C will act as observers.

3. give the speaker a situation (see Suggested Situations) to read (or to role play if he is able to).

4. the listener's job is to respond to the speaker using only body language and facial expression. His behavior must express concern and attention appropriate to the situation (i.e., if it is a happy situation the listener should smile, nod his head, etc.).

5. the observers will make a list of all behaviors which the listener makes which are appropriate or inappropriate. Score 1 point for each appropriate behavior. Deduct 1 for each inappropriate.

6. record the score for the first group.

7. choose a speaker from group B. A listener from group C. Group A will be observers. (Keep rotating groups so every group gets a chance in each role).

8. repeat activity and reward the group with the highest score.

C. Summary

1. after each situation is role played use the following as the basis for discussion:

   a. what type of situation was portrayed (sad, happy, boring, interesting, gross, etc.)?

   b. what non-verbal behaviors did the listener use?

   c. what other behaviors could have been used?

   d. what message would you have wanted to display if you were the listener?

D. Suggested Situations

1. your hamster has gotten very sick and has to go to the vet. You are afraid it will die and you are very upset about it.

2. you have just failed your math test because you misplaced a decimal point. You are angry at your math teacher and yourself.

3. you have just won $1,000 on a raffle at Church. You're going to use the money to buy a new bicycle. You are very happy to be a winner.

4. you have just returned from a trip to the Rocky Mountains where you climbed several mountains and stayed at all the best resorts. On the plane trip home you met a millionaire who asked you to run off with him (or her) to live a life of luxury.

5. you are getting ready to go home from school. When you get home you are going to take a nap. When you get up you are going to watch some TV and then have dinner, then you might call a friend. Later on you plan to go to bed.

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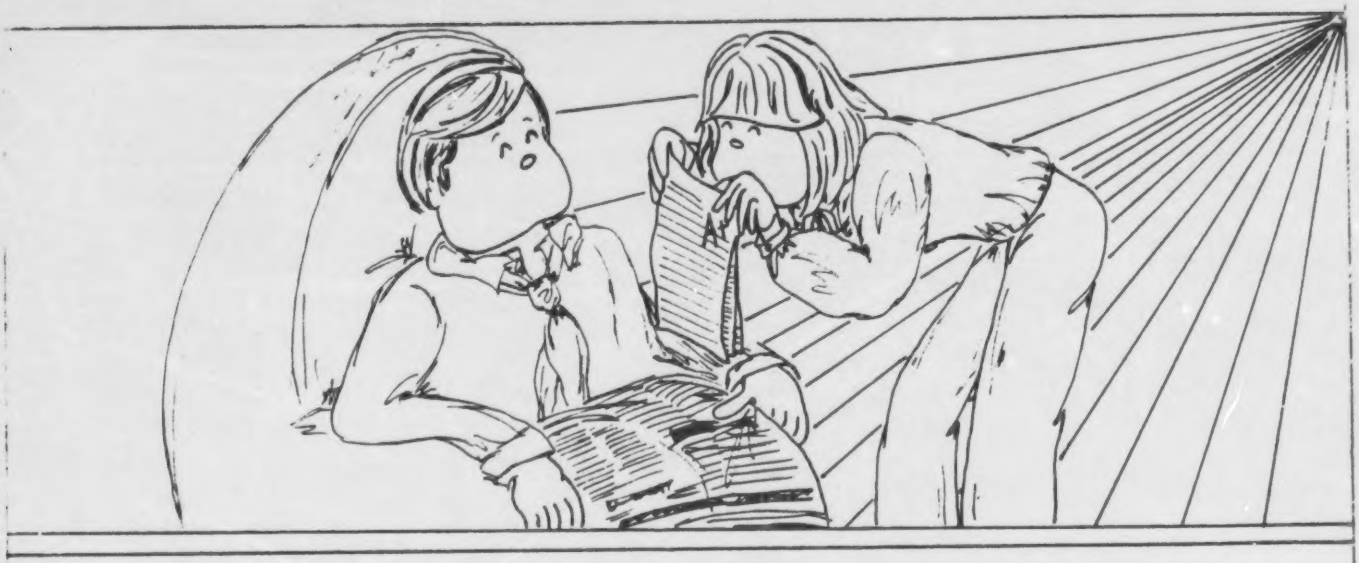
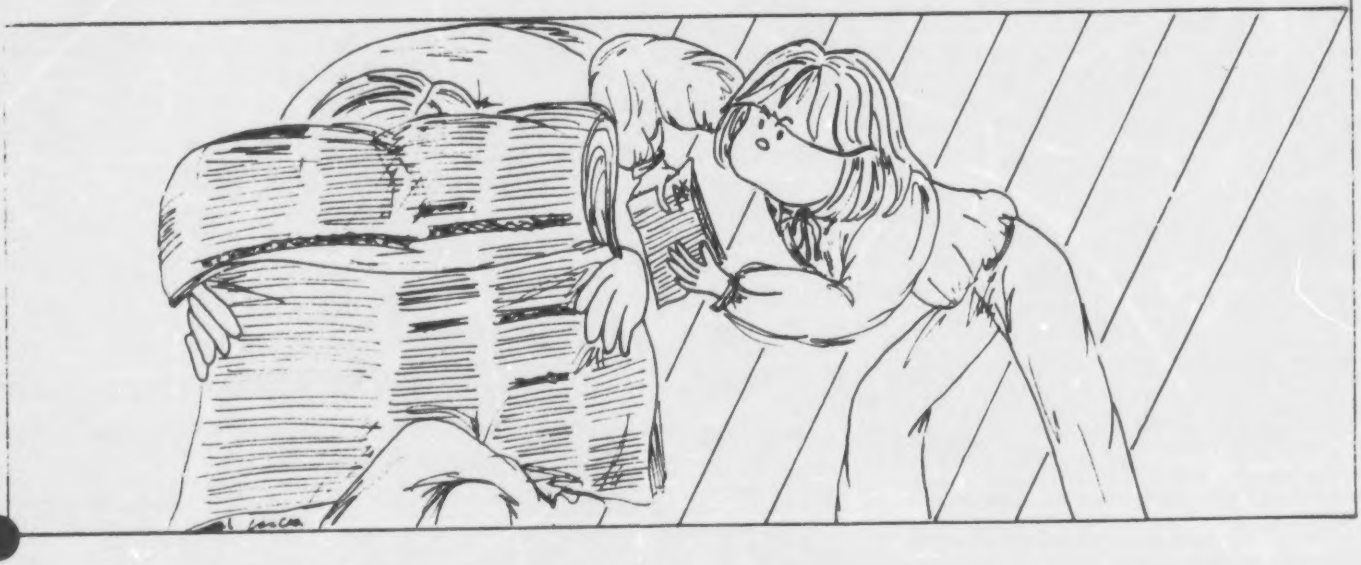


LEARN TO LISTEN



Lesson 9

Materials Needed: 1. short stories to be read while students practice listening skills.

Time Required:
Lesson 30 mins.
Activity 30 mins.

Related Activities:

A. Objective

1. the student will identify and use in class the following listening skills:

   a. ask questions when appropriate.

   b. rephrasing what is said.

   c. show interest:

      i. eye contact.

      ii. nod head.

      iii. say "I see", etc.

      iv. say "mm hmm", etc.

      v. facial expressions.

B. Introduction

1. this and the next lesson are designed to give students practice in using the listening skills listed above. No new skills are introduced. Listening will be one part of a procedure that will be described in a future lesson on how to carry on a coversation. The student will be given practice now in an attempt to refine some of his listening skills for use in those future lessons.

2. to be effective as a listener, the student must bring together all aspects of listening. The importance of matching verbal and non-verbal messages has already been discussed. The student should attempt to practice skill in these lessons.

C. Review Assignment

1. have students describe the situation in which they listened non-verbally.

   a. when does it become necessary to switch to verbal responses?

   b. how well did the non-verbal responses work?

D. Review Previous Lesson

1. communication consists of expressing our thoughts and of listening while other people express their thoughts.

2. an effective listener will respond to a speaker using both verbal and non-verbal responses.

3. to be most effective verbal and non-verbal messages must be the same.

E. Discussion

1. to be a good listener you have to be an active listener. You cannot just sit passively and expect to understand what is being said. You must take action to find out what is being said and you have to encourage the speaker to continue speaking.

2. to find out exactly what is being said, you must ask questions and repeat what is said in your own words.

3. to encourage the speaker to continue, you have to show that you understand and are interested in what is being said by maintaining eye contact saying "I see" or "I understand". Furthermore you can do things like nod your head and say "mm hmm." Finally, you can use facial expressions to show that you understand and are interested.

4. you may not have to use all of these behaviors when you listen but you should remember and practice them:

   a. ask questions.

   b. rephrase what is said.

   c. show interest by:

      i. nod head.

      ii. facial expression.

      iii. "I see".

      iv. eye contact.

F. Model and Practice

1. Model

   a. what is the mark of a good listener?

   b. a good listener asks questions to clarify, rephrases what is said, and shows interest in what is being said.

2. Practice

   a. have students respond to question.

   b. give feedback until all students describe a good listener as one who can ask questions, rephrase statements, and show interest in what is being said.

3. Model

   a. demonstrate poor listening skills by having a student speak to you and ignoring what he is saying (i.e., do not pay attention, ask an irrelevant question).

4. Practice

   a. have student listen to you or another student.

   b. tell student to use poor listening skills.

    c. ask speaker how he felt when he was ignored.

    d. give feedback to make the point that a good listener is an active listener.

5. Model

    a. have student speak to you and use good listening skills.

    b. point out the verbal and non-verbal skills you used to be a good listener.

6. Practice

    a. pair up students into teams of listeners and speakers.

    b. have listeners practice good listening skills.

    c. give feedback until all students can listen to a speaker and:

        i. ask questions.

        ii. rephrase statements.

        iii. show interest.

G. Summary

1. a good listener is an active listener who:

    a. asks questions.

    b. rephrases what is said.

    c. shows interest with

        i. eye contact.

        ii. facial expression.

        iii. saying "I see".

        iv. saying "mm hmm".

        v. nodding head.

H. Assignment

1. describe what happens when in a conversation you stop using your listening skills.

2. what happens when you start using the skills.

ACTIVITY

A. Discussion

1. listening to someone requires a great deal of concentration.
2. you can learn to concentrate to what someone is saying by practicing.
3. some of the things to practice are:
    a. paying attention to what's being said.
    b. watching the speaker's face and eyes.
    c. asking questions to make sure you understand what is being said.
4. in this exercise practice all three things to become a better listener.

B. Procedure

1. gather the students in a group and tell them you will read them a story.
2. tell them to listen carefully because you will be asking questions when you are finished.
3. remind students to do the following:
    a. listen carefully to what is being said.
    b. watch the face and eyes of the teacher to get a better idea of what is meant by the words.
    c. ask questions to make sure they understand.
4. begin reading a short story to the group using a normal voice.
5. gradually lower the loudness of your voice to make it more important that students concentrate.
6. use exaggerated facial expressions to go along with the story and then alternate by using no facial expression.
7. lower your voice so that you cannot be heard or mumble so you cannot be understood, to force students to ask you to repeat what you have said.

C. Summary

1. when you have finished reading the story use the following for discussion:
    a. when was it easiest for you to listen? Hardest?
    b. what did you do to concentrate on what was being said?
    c. how did paying attention to facial expressions help you understand what was being said?
    d. how did asking questions help you understand?

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Lesson 10

Materials Needed:

Time Required:
Lesson 20 mins.
Activity 20 mins.

Related Activities:

A. Objective

1. the student will identify and use in class the following listening skills:

   a. ask questions when appropriate.

   b. rephrasing what is said.

   c. show interest:
      - i. eye contact.
      - ii. nod head.
      - iii. say "I see", etc.
      - iv. say "mm hmm", etc.
      - v. facial expression.

B. Introduction

1. this lesson should be used to practice listening skills. The purpose of the lesson, as before, is to give the student practice with listening skills. If a student is not performing the skill correctly show him how to do it. Do not assume that the student knows what to do when you say "maintaing eye contact." Show him and then have him practice. This should apply to all the skills being practiced.

C. Review Assignment

1. have students tell what happened when they used good and poor listening skills.

2. which procedure worked best?

3. what listening skills are easy to use? What skills are hard to use?

D. Review Previous Lesson

1. effective communication depends on using verbal and non-verbal skills to express the same message.

2. a good listener is an active listener.

E. Discussion

1. to be a listener you must:

   a. ask questions to get more information.

   b. repeat what is said in your own words to make sure you understand what is being said.

c. show interest in what is being said by maintaining eye contact, nodding your head, saying "I see," "mm hmm," etc., and using appropriate facial expressions.

F. Model and Practice

1. Model

a. have student speak to you and demonstrate good listening skills.

b. point out the skills you used to show interest and understanding.

2. Practice

a. have students pair up and take turns being a listener and speaker in front of the class.

b. have the listener use good listening skills.

c. have other students give feedback identifying good and poor listening skills.

d. repeat with all students until every student can use skills effectively.

G. Summary

1. a good listener will:

a. ask questions.

b. rephrase what is said.

c. show interest and understanding:

i. eye contact.

ii. nod head.

iii. say "I see."

iv. say "mm hmm".

v. facial expression.

H. Assignment

1. in your next conversation with a teacher, try to remember and use all your listening skills.

2. describe what happens when you listen well. How does the teacher respond to you when you listen carefully, using good listening skills?

ACTIVITY

A. Discussion

1. when we listen to someone else we are really trying to understand their thoughts and feelings.

2. a good listener asks questions to clarify, rephrases what is said, and shows interest in what is being said.

3. a good listener is an active listener.

B. Activity 1

1. discuss the following list of behaviors that can help the student improve his/her ability to listen:

    a. stop talking - you can't listen while you are talking.

    b. try to put yourself in the other's place so you can see what he's trying to communicate.

    c. ask questions if you don't understand.

    d. don't interrupt. Give him time to say what he wants to say.

    e. try to really concentrate on his words and feelings.

    f. use good listening "body language." Make good eye contact, face him/her squarely, don't fidget.

    g. try to leave your emotions out of it and just listen to their's.

    h. concentrate on the main ideas of what they are saying.

    i. don't argue inside your own head. Try to put your thoughts out of your head and let their's in.

    j. watch their body language and their tone of voice. You can tell more about their feelings this way.

C. Activity 2

1. list some feeling words (sad, happy, angry, etc.) on the board and divide the class into small groups to brainstorm synonyms.

2. discuss the fact that identifying words that express feelings will help us be better listeners.

D. Activity 3

1. the teacher picks a student to come up and talk to her about an assignment or some other topic.

2. the teacher role plays listening skills and body language which shows interest in what another person is saying (makes good eye contact, faces person squarely, rephrases what was said, nods).

3. repeat activity, but this time with disinterest (fidgeting, looking away, looking at watch, etc.).

4. ask the student to describe how he/she felt in each situation.

Lesson 11

Materials Needed: 1. copy of worksheet C 1 for each student.

Time Required:
Lesson 40 mins.
Activity 30 mins.

Related Activities:

A. Objective

1. the student will identify all communication skills covered in Lesson 1-10.

B. Introduction

1. this lesson reviews all communication skills discussed in lesson 1-10. The purpose of this lesson is to remind students of the skills that are needed for effective communication before beginning the last set of lessons which will describe a procedure for engaging in conversations.

2. the expressive communication skills which have been covered to this point are the following:

   a. choosing the content of what will be said.

   b. organizing what will be said into a beginning, middle, and end.

   c. using a speaking voice which is not too loud or too soft, and speaking at a normal rate of speed.

   d. using non-verbal behaviors such as maintaining eye-contact, a relaxed body posture, and appropriate facial expressions which send the same message as our words.

3. important listening skills include:

   a. asking questions to understand what is being said.

   b. repeating what is said in our own words.

   c. showing interest and understanding:

      i. eye contact.

      ii. facial expressions.

      iii. saying "I see", etc.

      iv. saying "mm hmm", etc.

      v. nodding the head.

4. effective communication depends on good expressive and good listening skills. To be most effective, verbal (words) and non-verbal (actions) messages must be the same.

5. the focus of this lesson is a review of all these skills.

C. Review Assignment

1. have student relate their experience when using listening skills with teachers.

2. make the point that better listening skills mean better communication and better relationships.

D. Review Previous Lessons

1. communication is the process of expressing thoughts and of listening to other people express their thoughts.

2. good communication depends on the use of verbal and non-verbal behaviors which express the same message.

E. Discussion

1. when we communicate, we deal with messages. There are two types of communication:

   a. expressive communication takes place when we try to get other people to understand a message we want to convey.

   b. listening takes place when we try to hear and understand the message someone else is trying to get across.

2. there are two methods of communicating:

   a. verbal communication uses words to express a message.

   b. non-verbal communication depends on actions to express a message.

3. important skills in expressive communication include:

   a. deciding what to say: what we say should be short, to the point, and inoffensive.

   b. organizing what we say into a beginning, middle, and end: the beginning should refer to the person to whom we are speaking, the middle should be the main statement of our message; the end should be a reason for making the statement.

   c. using a normally loud voice, a normal speed of speaking, and a voice without undesirable inflection.

   d. non-verbal behaviors must be appropriate to what we are saying and should include:

      i. maintaining eye contact.

      ii. maintaining a relaxed and upright body posture.

      iii. using appropriate facial expressions.

4. important listening skills are:

   a. asking questions when we do not understand what is being said.

   b. repeating in our own words what is being said to make sure we understand.

   c. showing interest and understanding of what's said by:

      i. maintaining eye contact.

      ii. nodding head in agreement, disagreement, or interest.

      iii. using appropriate facial expressions.

      iv. making statements such as "I see" or "Oh really", etc.

      v. using appropriate non-verbal responses such as laughing, saying "mm hmm", etc.

F. Model and Practice

1. Model

   a. have a conversation with a student using expressive skills.

   b. point out the expressive skills as they are being used.

2. Practice

   a. have students engage in conversation with you or with each other and give them specific expressive skills to practice.

   b. give feedback until students can use expressive communication skills effectively.

3. Model

   a. have a conversation with a student using listening skills.

   b. point out listening skills as you use them.

4. Practice

   a. have students work in pairs, or with you, and ask them to listen to what is said using specific listening skills.

   b. give feedback until students can use listening skills effectively.

G. Summary

1. good communication depends on good expressive and listening skills. These skills can be improved with practice.

2. verbal and non-verbal skills must be used when communicating, and their messages must be the same.

H. Assignment

1. begin a conversation with someone and try to use every communication skill we have covered.

2. it will be difficult to use them all because you will have to think about them. Practice in using the skills will make them automatic.

3. describe what effect each skill had on the conversation.

ACTIVITY

A. Discussion

1. when we listen to someone else we are really trying to understand their thoughts and feelings.
2. effective communication depends on good expressive and good listening skills.
3. for effective communications verbal and non-verbal messages must be the same.

B. Activity

1. explain how the Ungame is played:
   a. go over self-evaluation chart (Worksheet C 1).
   b. the student will participate in game using both good expressive and good listening skills.
   c. the student will use the self-evaluation chart at the end of the lesson.
   d. students fill out self-evaluation chart.
2. after the game has been played and the chart filled out, use the following questions for discussion:
   a. how did you feel when people in the group listened to you as you presented positive statements about yourself?
   b. what kind of listener helped you talk: critical, questioning, or non-judgmental. Why?
   c. how did you feel when you received compliments?
   d. how did you feel when you listened to others?
   e. how did you feel when you gave compliments ?
   f. how does what you have learned about communications in this lesson relate to your values about yourself?
   g. how does what you have learned in this lesson relate to preventing communications break down?
   h. in what other ways can classroom communications be improved?

Lesson 12

Materials Needed: 1. role play situations (Activity C) written on index cards.		
Time Required:		Related Activities:
Lesson	40 mins.	
Activity	20 mins.	

A. Objective

1. the student will identify five steps in a procedure for engaging in a coversation.
    a. begin with pleasantries.
    b. introduce main topic.
    c. listen to other person's response.
    d. respond to the other person.
    e. end the conversation.

B. Introduction

1. this lesson introduces a five step procedure for engaging in a conversation. The five steps are:
    a. begin the conversation with pleasantries.
    b. introduce the main topic.
    c. listen to the other person's response.
    d respond to the other person.
    e. end the conversation.
2. this five step procedure is not intended to represent a paradigm for all conversations. Rather, it is suggested as a basic guideline for beginning and carrying on a conversation. It is clear that coversations are usually much more complex than is suggested by these guidelines but they do represent a simple set of reminders applicable to most situations. The purpose here is not to make students eloquent in their conversation, but rather to give them the basic skills needed for effective communication. An attempt to teach the often subtle and complex intricacies of conversation is beyond the scope of this enterprise.
3. by approaching a conversation with some plan of how to proceed, the student is more apt to succeed. His attempts at following the guidelines will be awkward at first, but practice will make their use easier.

C. Review Assignment

1. have students describe their attempts to use communication skills.
2. what skills were most difficult to use? What was most easily used?
3. make the point that practice will make it easier to use good communication skills.

D. Review Previous Lesson

1. effective communication depends on the use of expressive and listening skills which can be improved through practice.

E. Discussion

1. we have practiced expressing our thoughts and listening to others. We have practiced verbal and non-verbal skills. Now we must put our skills to use in conversations.
2. even if we are very good at using communication skills, to be effective we must know how to use our skills in conversations. We must know how to being and end conversations and what to do in the middle of the conversation.
3. if we have a message we want to express, we should follow a plan during our conversation:
    a. begin the conversation with social pleasantries or small talk. "Hi, how are you?", "What's new?", "Nice weather we're having", etc.
    b. when small talk is done, make your statement of the main topic using a statement with a beginning, middle, and end: "John, that's a nice bike you have. I'd like to take a ride on it."
    c. listen to what the other person says: "Sorry, Jim, but I have to get home."
    d. respond to the other person: "Okay, John maybe tomorrow."
    e. end the conversation: "Have a good ride home. See you tomorrow."

F. Model and Practice

1. Model
    a. what are five steps to use when beginning a conversation?
    b. begin the conversation with small talk, introduce the main topic, listen to the other person, respond to the other person, end the conversation.
2. Practice
    a. have students respond to the question.
    b. give feedback until all students include all five steps in their answers.

G. Summary

1. there are five steps to follow in a conversation.
    a. begin with small talk.
    b. introduce the main topic.
    c. listen to the other person's response.
    d. respond to the other person.
    e. end the conversation.

H. Assignment

1. plan a conversation with a teacher or friend.
2. make sure your plan follows the five steps.
3. implement your plan.
4. describe what happens: did you use all steps?

ACTIVITY

A Discussion

1. conversation is a shared experience.
2. there is a double duty involved in being a good conversationalist: playing your part and giving the other fellow a chance to play his.

B. Activity

1. have students take turns choosing a situation card.
2. let them pick a partner and act out the situation.

C. Situation Cards

1. the person you are sitting next to hasn't said anything but "yes" and "no" for fiteen minutes. Lead him into a conversation.
2. you are riding home on the bus after school. Your principal gets on and sits next to you. Carry on a conversation with him.
3. a stranger stops you on the street and asks directions to a hotel.
4. you spent three hours doing a difficult homework assignment. Then a classmate asks to copy your work.
5. you reply to a classmate who has just said your safety poster, a prize winner, looks as if it had been done by a two year old.

Lesson 13

Materials Needed: steps for starting conversation written on the board, out of order.

Time Required:
Lesson 35 mins.
Activity 30 mins.

Related Activities:

A. Objective

1. the student will identify and use in the classroom a five step procedure for having a casual conversation.

B Introduction

1. this and the following lessons will give the student some ideas and some practice in using the conversational procedure in different situations.

2. it would be impossible to try to teach students how to communicate in every possible situation, but some situations can be dealt with:

   a. casual conversation.

   b. making a request.

   c. making an apology.

   d. responding to criticism.

   e. criticizing.

   f. resolving conflict peacefully.

3. the student will be given ideas for dealing with these situations. Most important, however, the student will be given the opportunity to practice all of the skills he has learned in a variety of situations. While the content of the situation changes, the basic form of the conversations should follow the five step procedure.

4. the expressive and listening skills taught in earlier lessons should be used and reinforced whenever possible.

5. in casual conversation, the student should begin with small talk, as always. The main topic will be whatever it is that the student wants to talk about, and his response to the other person will be related to this topic. In ending the conversation, the student should try to end on a positive note.

C. Review Assignment

1. have students describe the conversation they planned.

2. how did the conversation work out?

3. how could they be made more effective?

D. Review Previous Lesson

1. in every conversation you should:

   a. begin with small talk.

   b. introduce a main topic.

   c. listen to the other person's response.

   d. respond to the other person.

   e. end the conversation.

E. Discussion

1. it is sometimes difficult to start a conversation with someone. Even when we do start a conversation it is sometimes difficult to get our message across, because we foreget what we are trying to say.

2. whenever we are trying to begin conversation with someone, it helps if we are prepared ahead of time. To get prepared we must plan what we will say and how we will say it. This is true even of casual conversations.

3. to plan our conversation we must choose a beginning. The beginning will be small talk: "Hi Jim, how are you doing?"

4. next we will introduce our main topic with a statement that has a beginning, a middle, and an end: "Jim, I'm going to the football game tonight. Who do you think will win?"

5. when the person responds to us, we have to listen to what they say. "I don't know Mike, but I hope our teams wins."

6. we then must respond to the person: "Yeah, I hope we win too. We probably will."

7. finally, we bring the conversation to an end on a positive note: "Well, Jim, I'll be seeing you. Have a good day."

F. Model and Practice

1. Model

   a. describe a situation in which you want to begin a casual conversation.

   b. verbalize the conversation.

   c. note each part of the conversation as one step in the procedure.

2. Practice

   a. describe a situation in which a casual conversation would be appropriate.

   b. include in the description a topic to be introduced.

   c. for each step in the procedure have students tell you what they would say relative to main topic.

   d. give feedback until students can follow each step in the procedure.

G. Summary

1. each casual conversation should:
   a. begin with small talk.
   b. introduce a main topic.
   c. listen to the other person's response.
   d. respond to the other person.
   e. end the conversation on a positive note.

H. Assignment

1. have each student plan a casual conversation on a given topic.
2. have each student initiate the conversation with someone during the day.

ACTIVITY

A. Introduction

1. one of the most important skills we can have to get along with others is the ability to start a conversation.
2. if you find it difficult to start a conversation, it may help to follow the procedure you have learned.
3. this lesson will review the steps involved in the procedure.

B. Activity 1

1. the student will put the steps for having a casual conversation in proper order.
2. write the steps (not in correct order) on the board or on a handout.
3. next to each step have students put the number indicating the correct sequences for the procedure.

______ listen to the other person's response.

______ respond to the other person.

______ small talk.

______ end the conversation

______ introduce main topic

C. Activity 2

1. students will match part of a conversation with the correct step of the procedure.
2. give students handout and have them complete the matching by connecting with lines.
3. Matching Worksheet

1. responds to other person
2. introduce main topic
3. end the conversation
4. small talk
5. listen to the other person's response

a. "Take care, Ken. I'll see you tomorrow."
b. "What's going on, Ken?"
c. "I got an A on my math test."
d. "Keep that up, Al, and you'll be on the honor roll."
e. "Yeah, I hope so."

Lesson 14

Materials Needed:	1. book, pen, pencil, paper 2. rewards	
Time Required:		Related Activities:
Lesson	30 mins.	
Activity	30 mins.	

A. Objective

1. the student will identify and use in class the five step conversation procedure in making a request.

B. Introduction

1. using the five step conversation to make a request prepares the student in what he will say, improving the possibility that his request will be effectively presented. The more effective the student is in making his request, the greater the chance that his request will be honored.

2. in making a request the student should follow the five step conversation procedure as usual. The main topic will be the request. If the request is granted the student should reply with a "thank you." If the request is denied the student should respond pleasantly so that future requests will be listened to.

C. Review Assignment

1. have students describe the conversation they planned.

2. have them relate the results of their conversations.

3. why were they successful or unsuccessful?

D. Review Previous Lesson

1. communication is the process of expressing our thoughts or feelings, and of listening while others express their feelings or thoughts.

2. to be most effective, we must plan what we are going to say before we say it.

E. Discussion

1. it is often necessary to make a request of someone. When we ask someone for something it is good to be prepared so that we can present our request in an effective manner.

2. in planning how to make our request, we should follow the procedure. When we plan on introducing the main topic, we should make the main topic our request. The request should be made in a friendly not a demanding manner.

3. in making our plan to ask for something we must be prepared for either one of two responses:

   a. if the person agrees to the request we must show our appreciation by saying, "Thank you."

   b. if our request is denied, we should not respond with anger, because we may someday wish to ask the person for something in the future. If our request is denied we should say something to the effect, "Okay, maybe next time."

F. Model and Practice

1. Model

    a. describe a request you want to make.

    b. describe a plan for making the request using the five step procedure.

    c. make the request, (i.e., "Hi, Jim how are you? Jim, I need five dollars to go to the movies tonight. Would you lend it to me? No? Okay, maybe next time. Well, I'll see you later. Have a good day.").

2. Practice

    a. describe a request that is to be made or have students volunteer common requests.

    b. have students develop a plan for each request.

    c. have student make their requests in conversations using the five step procedure.

    d. give feedback until all students are making their requests within the framework of the five steps.

G. Summary

1. to make a request, include the request as the main topic in your conversation.

2. if your request is granted respond with a "Thank you."

3. if your request is denied respond pleasantly, with a remark such as "That's okay, maybe next time." Don't jeopardize future requests.

H. Assignment

1. have students develop a five step plan for making a request.

2. implement the plan.

3. describe what you said.

4. was the request granted?

5. what did you say?

ACTIVITY

A. Discussion

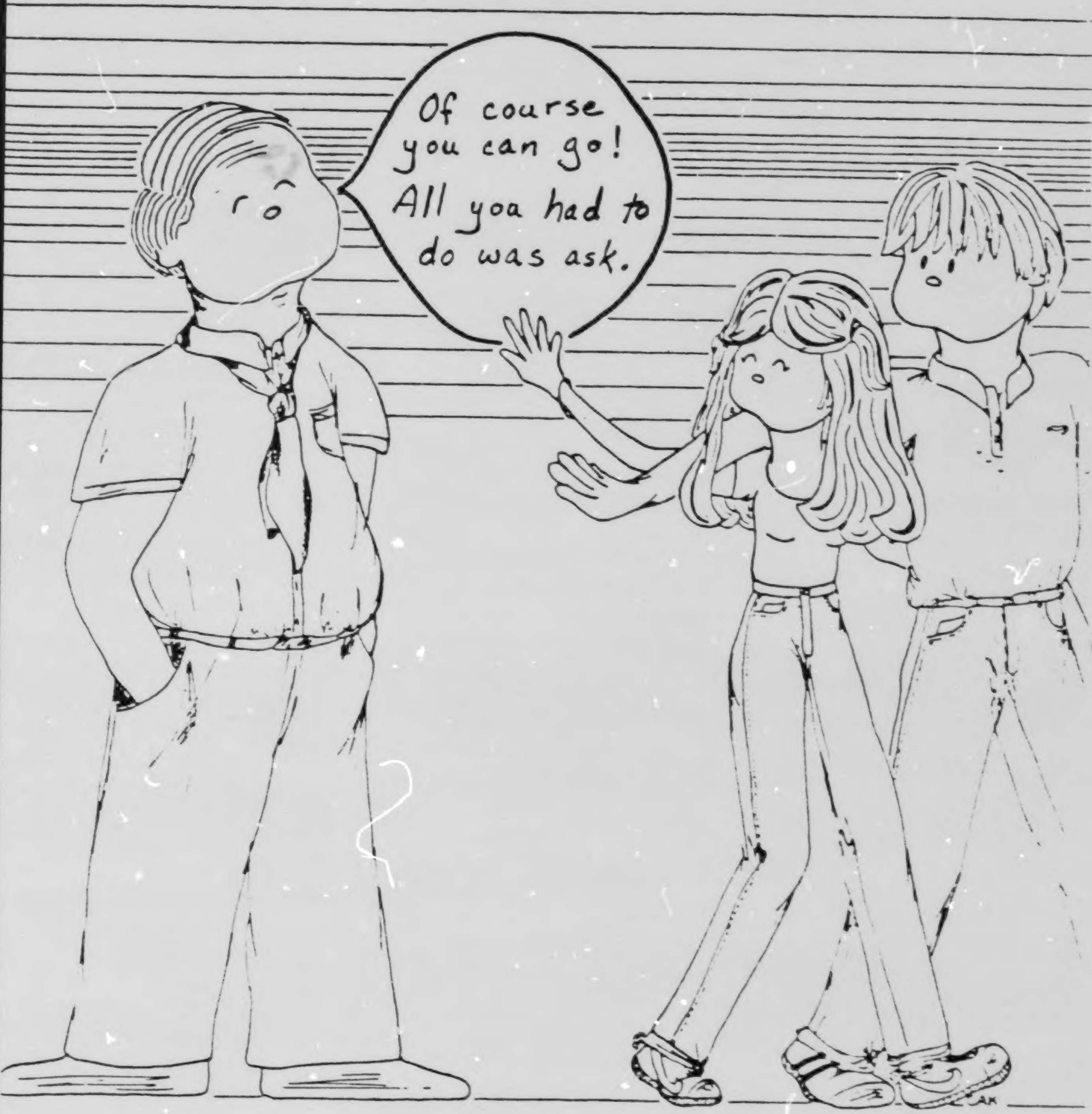
1. the students should review the five step procedure for engaging in conversation in skill lessons 12 and 13. The student should also review skill lesson 9.

B. Activity 1

1. place a book, a pen, a pencil, and a sheet of paper on a table.
2. each student is to make a request to the teacher for one of the items using the five step procedure for engaging in conversation.
3. to make this activity more interesting, cookies or candy could be used instead of the items listed above.
4. when the student follows the five step procedure properly, the cookie or candy is given to the student.
5. it should be noted by the teacher to deny and grant the request alternately. However, if the student follows the five step procedure properly the cookie or candy could be given to the student at the end of the conversation as a reward.

C. Example

1. the student approaches the teacher who is positioned near the table. The student begins with small talk. "Hi, Mr. Hall, how are you? Mr. Hall, I'm a little hungry. May I have a cookie?" The teacher could reply yes or no. If, yes, be sure the student says thank you and that the student ends the conversation properly before the cookie is given.
2. if the activity is conducted using the book, pencil, pen, and paper, cookies and candy could be used as a reward for following the five step procedure properly.
3. regardless of which items are used for the requests, the cookies and candy serves as a good reinforcer.
4. finally, if a student doesn't make the request properly, let his or her continue to try until success is achieved.


Of course you can go! All you had to do was ask.
AK

Lesson 15

Materials Needed: 1. copy of worksheet C 2 for each student.

Time Required: Related Activities:
Lesson 45 mins.
Activity ________

A. Objective

1. the student will use the communication skills he has learned in this unit while engaging in a mock job interview.

B. Introduction

1. this lesson begins a series of four lessons designed to give the student some real practice in using the communication skills he has been learning.

2. the lessons described here have to be arranged ahead of time with another teacher to be fully effecitve.

3. each lesson gets less structured until the last lesson which requires the student to make a request of another teacher.

4. at the end of each lesson the teacher with whom the student has been commuicating will fill out a checklist (Worksheet C 2) to evaluate the student's skill at communicating.

5. in all these lessons the emphasis should be on communicating effectively and on using the skills that have been taught.

C. Review Assignment

1. have students describe their plan for making a request.

2. what happened when they implemented the plan?

3. what needs to be improved: the plan or the execution?

D. Review Previous Lesson

1. making a request of someone is just a matter of asking politely for what you want.

2. if the request is granted you say "Thank You", if not, you accept the rejection quietly so you do not jeopardize future requests.

E. Discussion

1. now that you have learned and practiced some communication skills, it is time to start practicing these skills outside of the classroom.

2. one of the most important places you will need to communicate is on a job interview.

3. to give you practice in this situation, we will have you go on a job interview with the guidance counselor (or whoever else will cooperate).

4. in a job interview there are always a few questions that you have to be ready to answer:

    a. Tell me about yourself.
    b. What kind of job do you want?
    c. Why do you want the job?
    d. Why do you think you are qualified for the job?
    e. Have you ever done this kind of work before?

5. before you go on a job interview you should have some idea of how you will answer these questions.

6. keep your answers short and on the subject.

7. make sure to use all the skills you have been taught about speaking and listening.

F. Model and Practice

1. Model

    a. give brief answers to the questions:

        i. Tell me about yourself.
        ii. What kind of job do you want?
        iii. Why do you want the job?
        iv. Why do you think you are qualified for the job?
        v. Have you ever done this kind of work before?

2. Practice

    a. have students answer each of the questions in relationship to a specific job.

    b. give feedback until all students can give answers that are short, to the point, and pleasant.

3. Practice

    a. arrange to have the guidance counselor (or someone else outside your class) conduct job interviews with your students.

    b. make sure that sometime in the interview the counselor asks the five questions you have practiced.

    c. have the counselor fill out the communication checklist (Worksheet C 2).

    d. give feedback to students on how to improve their interviewing skills.

G. Summary

1. when interviewing for a job it is a good idea to be prepared to answer five questions:

    a. Tell me about yourself.
    b. What kind of job do you want?
    c. Why do you want this job?
    d. Why do you feel qualified to do this job?
    e. Have you ever done this kind of work before?

H. Assignment

1. go on the mock job interview and fill out a rating sheet (Worksheet C 2) on how you think you did.

Lesson 16

Materials Needed: 1. copy of worksheet C 2 for each student.		
Time Required:		Related Activities:
Lesson	45 mins.	
Activity	________	

A. Objective

1. the student will go on a real job interview.

B. Introduction

1. in this lesson the student will go on a real job interview and attempt to get a job.

2. for younger students, it may be impossible to arrange a real job interview outside school. In such situations, arrange with the principal, librarian, etc. to make available to your students responsible jobs that they could pursue in the school. One requirement for doing the jobs will be a successful job interview.

3. in this lesson students will be asked to prepare themselves for an actual job interview.

4. once prepared they will be expected to go on the interview in an attempt to get the job.

5. if possible, the teacher can make arrangements with local employers to make them aware of the job seekers, but every attempt should be made to have the students seek out and interview for the jobs they really would like.

6. this is not just an exercise. The point is to use communication skills to get a job at which the student will work if he lands it.

C. Review Assignment

1. have students describe their mock job interview.

2. have students review their self rating sheet (worksheet C 2).

3. where could they have improved? Would more preparation help? How about more practice?

D. Review Previous Lesson

1. in preparing for a job interview, make sure you can say something about yourself, the job you want, and your qualifications for that job.

E. Discussion

1. getting a job can be a difficult task.

2. one hurdle is to sit down with your prospective employer and convince him that you will do a good job for him.

3. be ready to answer the questions:

   a. Tell me about yourself.
   b. What kind of job do you want?
   c. Why do you want the job?
   d. Why do you feel you are qualified for the job?
   e. Have you ever done this kind of work before?

4. by preparing answers to these questions and then practicing your answers you will be ready and confident when the questions are asked.

5. in this lesson your task is to go out and find a job.

F. Model and Practice

1. Model

   a. have another teacher come to your class.

   b. let the other teacher act as your prospective employer.

   c. have the other teacher interview you for a job.

   d. give answers that would provide good models for students.

2. Practice

   a. have students go through practice interviews with each other for the types of jobs they are looking for.

   b. give feedback until all students can give appropriate answers.

3. Practice

   a. have students go on job interviews in the community.

G. Summary

1. when getting ready to go on a job interview it is important to prepare.

2. you can prepare by getting your answers ready and by thinking about the communication skills you will need.

H. Assignment

1. go on job interview.

2. complete communication rating sheet (worksheet C 2).

Lesson 17

Materials Needed: 1. copy of Worksheet C 2 for each student.

Time Required:
Lesson 45 mins.
Activity ________

Related Activities:

A. Objectives

1. the student will use the communication skills in a structured meeting with a teacher to get across a message to that teacher and to get information from that teacher.

B. Introduction

1. this lesson asks the student to send a specific message and to get some information from another person.

2. this lesson requires the assistance of another teacher who understands what is being asked of the student and who is willing to spend some time talking with the student.

3. if at all possible, the students should not know the teacher with whom they will be dealing.

C. Review Assignment

1. have students describe what happened on their job interview.

2. review the rating sheets and offer suggestions for improving performance.

D. Review Previous Lesson

1. when going on a job interview it pays to prepare some of your answers ahead of time and to practice these answers.

E. Discussion

1. it is frequently necessary to go up to a stranger, tell them something and then get some information from them.

2. if you can use the communication skills that have been covered in this unit, you should be able to do this with some practice.

3. when you want to convey a messge, you decide on the content of the message and you organize what you will say. Then you engage the other person in a conversation using both verbal and non-verbal behaviors. You make your point and then you end the conversation.

4. if you want to get some information from the other person, you ask questions. When you understand what is being said, you convey your understanding with verbal and non-verbal cues.

5. in this lesson your job will be to provide the listener with the following information:

   a. your name.

   b. your age.

   c. your sign or month of birth.

   d. your feelings about taking math.

6. in addition to making these points known to the listener, you will find out from the listener the following information:

   a. his or her sign or month of birth.

   b. his favorite TV show.

   c. where he want to college.

F. Model and Practice

1. Model

   a. working with another teacher, begin a conversation by introducing yourself.

   b. in the course of the conversation, make a point of giving out the information about yourself described above.

   c. get the information about the listener described above.

2. Practice

   a. have students work in pairs taking turns.

   b. have them both convey the desired information and acquire the desired information.

   c. give feedback until all students have a workable approach.

3. Practice

   a. have students approach a teacher by introducing themselves.

   b. have students make a point of telling the teacher the information listed in E.5

   c. have students find out the information about the teacher, E.6.

   d. get teachers and students to fill out commuication rating sheet (worksheet C 2).

   e. give feedback about how to improve preparation and/or delivery.

G. Summary

1. engaging a teacher in conversation can be made easier by preparation and practice.

H. Assignment

1. have students perform the exercise and fill out the rating sheet.

Lesson 18

Materials Needed:	1. copy of worksheet C 2 for each student.	
Time Required:		Related Activities:
Lesson	45 mins.	
Activity	________	

A. Objective

1. the student will use his communication skills in a situation which has caused him difficulty in the past.

B. Introduction

1. no one situation can give all students the type of communications practice they need.
2. this lesson gives students a chance to use their communication skills in a situation which has caused the student some difficulty in the past.
3. some of the types of situations which may be considered are making an apology, making a request to join a group, being assertive, or criticizing someone without hurting them.
4. in this lesson the student must decide on the type of situation he will prepare for. He must then decide what to say and how to say it. Thus prepared, he can go and use his communication skills at his convenience or if need be, he will wait until the situation arises and then he will act.
5. in either case, his preparation and practice with communication skills should help.

C. Review Assignment

1. have students describe their conversation with the teacher.
2. what went according to plan? What didn't?
3. how could communication have been improved?
4. make the point that with practice, communication skills will improve.

D. Review Previous Lesson

1. with preparation and practice it is easier to start a conversation, convey a message, and get information.

E. Discussion

1. for everyone there are situations where nervousness, anger, and confusion make it difficult to communicate.
2. learning to communicate effectively in such situations requires preparation and practice.
3. preparation gives you some confidence about what you will say.
4. practice gives you some confidence about what you will say.
4. practice gives you a chance to perfect your skills.
5. in this lesson you will identify a situation in which you have difficulty communicating. You will then prepare for such situations and then use your skills in the actual situation.

F. Model and Practice

1. Model

   a. give an example of a situation in which you have difficulty communicating (i.e., telling someone: "No, you can't borrow another $75.00.").

   b. describe how you would prepare for someone who wants to borrow money.

   c. describe what you would say to refuse the request without hurting any feelings.

   d. role play the situation.

2. Practice

   a. have students identify a situation in which they have difficulty communicating.

   b. have them prepare a response for such situations.

   c. have them role play the response in class.

   d. give feedback until they can respond and commuicate effectively.

3. Practice

   a. have students put themselves in the difficult situation identified in F 2 and use their prepared and practiced communication skills.

   b. when they are finished, ask students to describe the situation.

   c. give feedback to provide encouragement and support.

G. Summary

1. preparation can provide confidence in communicating.

2. practice can improve performance.

201

Behavioral Interactions

Introduction

The Behavioral Interactions Unit is designed to teach students some basic ideas and skills which are useful in interactions with others. An essential part of the Problem-Solving Unit is the ability to generate solutions to problems and then to anticipate the consequences of each possible solution. To accomplish these ends it is necessary for the student to have some idea of how his behavior affects the feelings and behavior of others. By learning some of the basic principles of behavior modification the student comes to realize that he can have some effect on how others behave. Further, the student can learn new solutions to interpersonal problems by seeing how others respond in similar situations. New social behaviors can be learned by watching how others behave. The Behavioral Interactions Unit teaches students that they can use this type of modeling to learn new social behaviors.

The initial lessons in the Behavioral Interactions Unit make the point that feelings and behavior are related. As in the Self-Control Unit, students must learn to recognize that this relationship exists and that it affects both their behavior and the way others behave towards them. On this basis the student is then taught some of the principles of reinforcement. If the student reinforces the behavior of a peer, then that behavior will persist because it is followed by a positive response. Behaviors that are ignored will eventually decrease. In teaching these basic principles, the student is given a chance to practice various reinforcing techniques including verbal and nonverbal responses. The student is given a chance to try out these techniques by developing and implementing plans to change both his own and someone else's behavior. By setting up simple behavior change plans and evaluating the effect of reinforcement on how others feel and act, the student is given the opportunity to see that he can, to some extent, control his environment and make changes in it that are worthwhile. In setting up these plans the teacher should help the student choose goals that are clearly stated and attainable.

Teaching a student to model his social behavior on the behavior of another serves two purposes. First, it helps the student learn new ways to respond to interpersonal problem situations. Second, it helps give the student a set of values on which he can base his actions. It is not enough to know how to reinforce behavior. The student must also have an appropriate set of values to know when to reinforce. We do not want students to become valueless manipulators. By basing their judgements of how to behave on the actions of some respected model, the student can begin to get a sense of what is and is not "appropriate". In deciding on a model, it is the teacher's role to help the student settle on someone whose behavior is appropriate to the school setting. Since our primary area of concern is within the school setting, it is in this setting (at least initially) that we want students to become effective.

Teaching students the skills in the Behavioral Interactions Unit will help them become more competent at solving interpersonal problems. By developing an understanding of how their behavior affects the behavior of others, the students will be better able to anticipate the consequences of solutions. And they can learn new solutions to problems by modeling the behavior of others. The most important model is the teacher. If the student is to become succesful at using these skills, then it is imperative that the teacher use these skills in the classroom. As always, it is the relationship between teacher and student that will give the student the motivation to practice and put to use the skills being taught.

BEHAVIORAL INTERACTIONS OBJECTIVES

GOAL: the student will develop the skills needed to create more positive interactions with others through the use of reinforcement and modeling.

LESSON OBJECTIVE

1. the student will design and implement a nine week plan to change one of his behaviors.

2. the student will describe the relationship between how others feel about us and how they behave with us.

3. the student will define behavior.

4. the student will describe how behavior is learned through reinforcement and modeling.

5. the student will describe modeling as a means of learning new ways to behave by imitating the behavior of another.
the student will identify models whose values and behavior are appropriate to the school setting.

6. the student will identify models as a source of feelings, values, and expectations on which to base behavior.

7. the student will describe reinforcement as a method of learning a behavior by strengthening that behavior with positive feedback.
the student will differentiate between verbal and non-verbal reinforcement.
the student will give examples of verbal reinforcement.

8. the student will identify and use in class several non-verbal reinforcers.

9. the student will explain why verbal and non-verbal messages must be the same.
the student will demonstrate in class both congruent and incongruent uses of verbal and non-verbal behaviors.

10. the student will describe how to decrease a behavior by withholding reinforcement.
the student will demonstrate ignoring behaviors in class.

11. the student will describe ways of dealing with annoying behaviors which cannot be descreased by ignoring.

12. the student will describe how to count the frequency of a behavior.

13. the student will describe the elements of a plan to change behavior.

14. the student will develop and implement a plan to increase a behavior.

15. the student will develop and implement a plan to decrease a behavior by withholding reinforcement.

16. the student will develop and implement a plan to decrease a behavior that cannot be ignored.

17. the student will develop and implement a plan to change his own behavior.

18. the student will describe the relationship between his behavior and the behavior of others.

Lesson 1

Materials Needed: 1. copy of worksheets BI 1, BI 2, BI 3 for each student.
2. tangram puzzle for each student. (use worksheet BI 3 as a pattern)

Time Required:
Lesson 35 mins.
Activity 30 mins.

Related Activities:
PS 11, PS 12

A. Objective

1. the student will design a nine week plan for changing a behavior which is causing him trouble.

B. Introduction

1. this lesson provides an introduction to the unit on behavioral interactions by having students develop and implement a plan of behavior change.

2. as this plan is implemented over the nine week unit, elements of the plan can be used to illustrate techniques and ideas that are introduced.

3. the plans that are developed by students should include the following elements:

   a. an observable behavior to be changed and a replacement behavior.

   b. a model who deals with the behavior acceptably.

   c. a schedule of reinforcement.

   d. a plan for counting the behavior.

   e. a means of evaluating the success of the plan.

4. in using these lessons, the emphasis should be on developing a plan which can succeed and which can be used to illustrate the different facets of behavior modification. There is no need to get into theory and terminology.

C. Review Assignment

1. no assignment.

D. Review Previous Lesson

1. no previous lesson.

E. Discussion

1. our behavior is a very important part of our life.

2. other people know us only by what they see us do or hear us say.

3. because behavior is so important, one should be aware of how we can manage our behavior to achieve the goals we want.

4. we can use our behavior to influence the behavior of others.

5. this lesson will help us change our own behavior by making a plan and following it.

F. Designing the Plan:

1. using worksheet BI 1 have each student fill in his plan according to your directions. You may have to work individually with some students to design an appropriate plan.
2. the behavior to be changed: have each student identify a behavior that causes them trouble, which they would like to change. The behavior must be one which can be seen or heard (i.e., getting out of seat, talking out without permission, etc.).
3. the new behavior: what behavior will be used in place of the behavior which is being changed.
4. the model: have student identify someone in class, on TV, etc., who does not have a problem with the behavior.
5. reinforcement: set up a schedule of reinforcement. When the behavior is decreased by 25%, 50%, 75%, 100% reinforce with some reward. When an appropriate behavior is substituted, what will the reinforcer be?
6. charting: decide on a baseline period and count the number of times the undesired behavior occurs. Using the same time frame, continue charting after the plan is implemented.
7. evaluation: at the end of nine weeks compare the frequency of the behavior with the baseline data and ask: did the plan work?

G. Model and Practice

1. show students a plan you have developed for yourself.
2. have students fill out their plan following your format as model.
3. give students feedback until their plans are similar to the model.

H. Summary:

1. we can change the way we act by setting up a plan to do so.
2. we can watch others to see how they act to get an idea of how we should act.
3. we can reward the behaviors we want to increase and that will help us change our behavior.

I. Assignment:

1. carry out the plan.

ACTIVITY

A. Introduction:

1. whenever you want to make a change in something, it helps to know ahead of time exactly what you want to do and how you will do it.
2. if you don't know exactly what you want you will never be sure if you have reached your goal.
3. if you don't have a plan for making changes, your efforts will be haphazard and less likely to succeed.

B. Tangram Puzzle:

1. a tangram is a puzzle which consists of seven pieces which can be arranged in various shapes.

B. Tangram Puzzle:

1. a tangram is a puzzle which consists of seven pieces which can be arranged in various shapes.
2. you can form the shapes by rearranging the seven pieces until you get the shape you want.
3. if you have a plan which shows you how to arrange the pieces, you will be able to form the shapes in much less time.
4. pass out tangram puzzles to each student.
5. tell each student to make a square using all seven of the tangram pieces.
6. if they have not solved the puzzle after 5 minutes, give each student the square shape pattern (without solution) and have them try again.
7. if the still cannot get the puzzle, pass out the square shape blueprint (solution) and have them solve the problem.

C. Discussion

1. which method of solving the puzzle was most effective?:
   a. with no plan.
   b. with a general plan.
   c. with the specific plans of the blueprint.
2. if you were going to try to change something in your own life why would it be worthwhile to have a specific plan on how to proceed?

D. Optional:

1. make up several shape patterns and blueprints.
2. repeat the exercise with the various shapes.

Lesson 2

Materials Needed: 1. filmstrip: IALAC: I Am Loveable and Capable

Time Required:
Lesson 35 mins.
Activity 30 mins.

Related Activities:
SC 2, SC 3

A. Objective

1. the student will describe the relationship between how others feel about us and how they behave with us.

B. Introduction

1. in this lesson the relationship between our behavior and the behavior of others is explored.
2. the point to be made in this lesson is that the behavior of one person affeccts the feelings of others. These feelings, in turn, will affect how that person behaves.
3. by being made aware of the relationship between behavior and feelings, the student is shown his responsibility for how other people act towards him.
4. this responsibility can be made a positive force when the student realizes that he can affect the behavior of others in a positive manner.

C. Review Assignment

1. ask each student what behavior he is working on in his change plan.
2. remind students to reinforce their actions when they conform to the plan.

D. Review Previous Lesson

1. we can change the way we behave by setting up a plan to do so.
2. we can learn new ways to behave by watching how other people act in different situations.
3. we can reward the behaviors we want to change and that will help us change our behavior.

E. Discussion

1. your behavior has a direct affect on how other people feel.
2. if you behave rudely to a person, that person will feel hurt or upset or angry or foolish.
3. if you behave politely to a person, that person will feel friendly or happy or pleased or confident.
4. it is important to understand that how a person feels about you will determine how a person acts towards you.
5. if you always behave rudely to a person, that person will always feel angry when he or she sees you.
6. if that person always feels angry when they see you, then they will behave in an angry manner. They will be rude to you.
7. if you ever hope to get such people to be polite to you, you have to behave in such a way that you make the people feel good when they see you; you have to be polite. When you change the way a person feels, you can change the way a person acts.

F. Model and Practice

1. Model

   a. how does our behavior affect the behavior of other people?

   b. our behavior affects the way that people feel when they see us. They feel either good or bad. If they feel good they behave nicely. If they feel bad they do not behave nicely.

2. Practice

   a. ask students the question: "How does our behavior affect the behavior of other people?"

   b. give feedback until all student answers reflect an understanding that our behavior causes feelings in others and these feelings cause people to behave in certain ways.

G. Summary

1. our behavior causes feelings to occur in others.

2. those feelings affect the way people act around us.

H. Assignment

1. have each student identify a teacher from their elementary school days about whom they had very positive feelings.

2. have students answer these questions about that teacher: How did the teacher act towards the student? How did the student feel about the behavior? How did the student act towards the teacher?

3. do the same exercise with a teacher who caused unpleasant feelings.

ACTIVITY

A. Discussion

1. teacher will discuss with students how our interactions affect others self-image and one's own self-image. Include both positive and negative interactions. How do our interactions motivate others?

B. Film: IALAC (I Am Loveable and Capable)

1. show filmstrip

2. Role Play 4 situations (Sec. D. Role Play Situations) and have students determine whether each was

   a. "put-down" with a defensive victive.
   b. "pat-on-the back" situation.
   c. "put-down" with silent victim.
   d. "patch-up".

C. Follow-Up Discussion

1. List the labels you have.

2. Why is it important to keep your label?

3. Give an example of a situation where your label was torn by the way someone responded to you. Give another example of a situation where your label was torn by the way you responded to someone else.

4. Can your IALAC label be torn or built by non-verbal interactions? Give examples.

5. Give examples of "accidental" put-downs and "deliberate" put-downs (i.e., "Oh, I know how to do that" or "I knew that already").

6. Do interactions relfect values? How? (i.e., person with nose in air vs. person who smiles and says "Hi" to everyone).

D. Role Play Situations

1. Situation 1:

   John has been going steady with Amy. Amy wants to break-up with John so she can date Tom.

   Amy: "John, I've out-grown you. I want someone more mature, like Tom. He's great."
   John: "I never really loved you. You're a silly, spoiled brat."

2. Situation 2:

   John is at home discussing his break-up with his father.

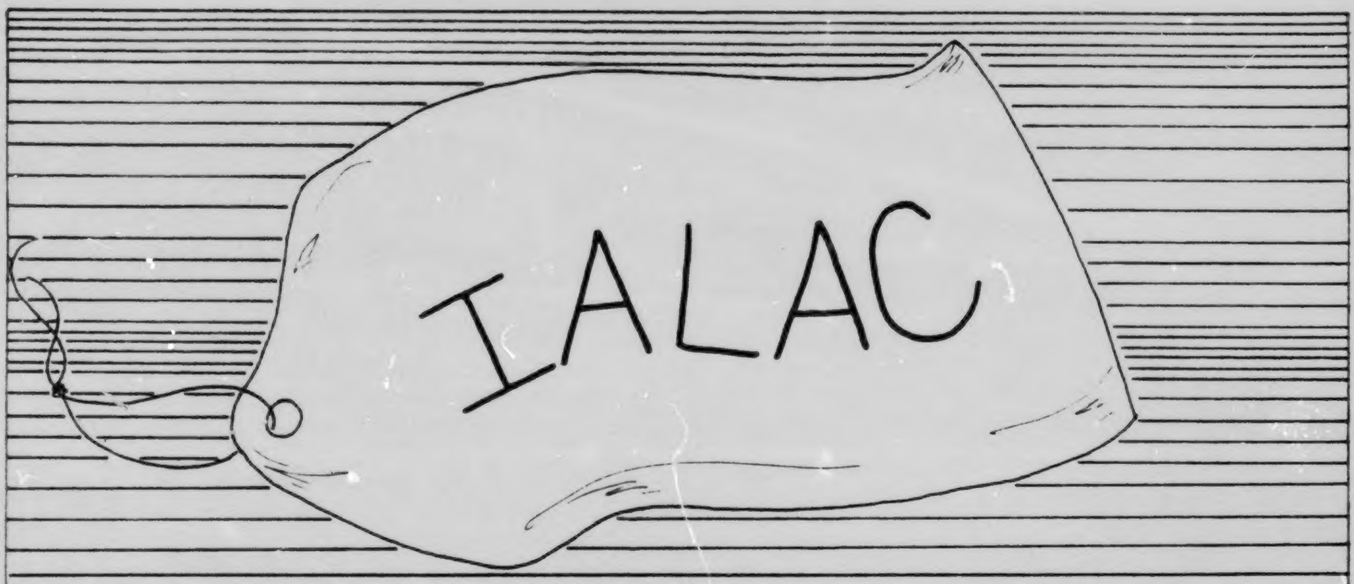
   John: "Amy insinuated that I am immature and less of a person than Tom."
   Father: (with arm around John) "John, in adolescence people change. Amy is probably changing in ways you're not aware of. I wanted to go fishing this afternoon. You want to come along? We can talk."

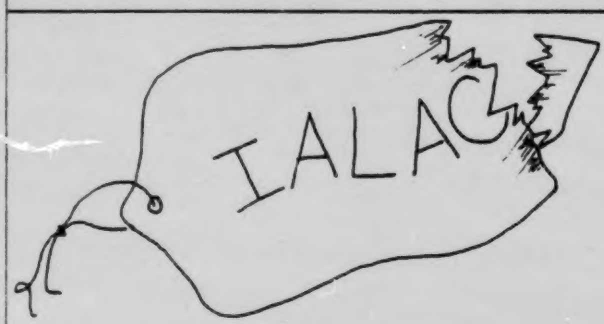
3. Situation 3:

   Amy is at school the following day. She passes Joan in the hallway.
   Joan: "You're a spoiled brat with no sensitivity."
   Amy ignores Joan and walks on.

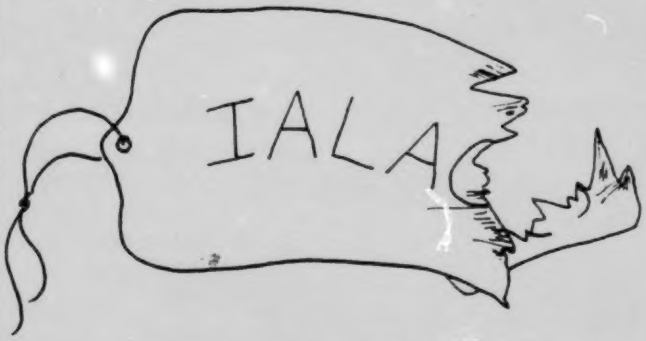
4. Situation 4:

   Amy walks up to John at the lunch table.
   Amy: "John, can I sit here and talk to you."
   John: "Please yourself."
   Amy: "I owe you an apology for cutting you down. I didn't mean what I said about you. I just want to date other people. Your friendship means a lot to me."

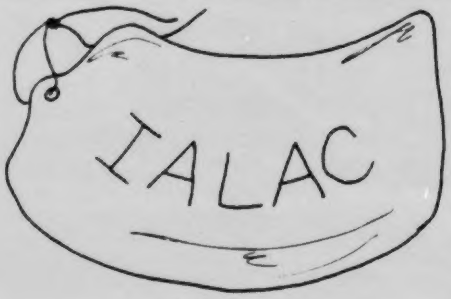




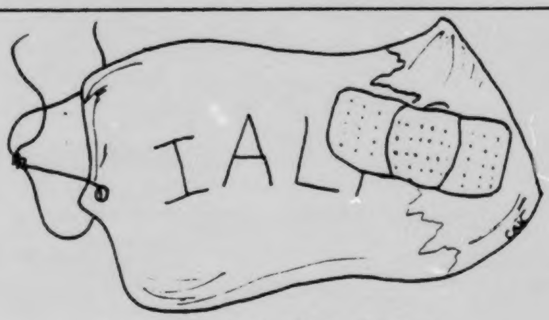
ACCIDENTAL PUT DOWN:
Being picked last to play
ball in PE.



DELIBERATE PUT DOWN:
"John, you didn't think
of anyone but yourself.
You're selfish!"



PATCH UP:
"I shouldn't have been so
hard on you. You were
right and I didn't
listen."



PAT-ON-THE-BACK
"John, it is really nice
to know that I can
count on you."

Lesson 3

Materials Needed:	1. chalkboard and chalk or poster and marker.		
Time Required:		Related Activities:	
Lesson	35 mins.		
Activity	20 mins.		

A. Objective

1. the student will define behavior.

B. Introduction

1. EH students typically behave in a manner which extinguishes the positive behavior and reinforces the negative behavior of others. This lesson is the first in a series of lessons designed to teach the student how to vary his responses depending on whether he wants to maintain or extinguish the behavior another person is displaying.

2. people who come in frequent contact with EH students are likely to have learned to feel unpleasant in their presence and to act accordingly. To the extent that the student has lost control over how people react to his presence, he is less likely to feel that he controls his destiny. To the extent that the student feels he lacks control over his life, he is less likely to attempt to manage his behavior according to the dictates of a particular situation.

3. the EH student can regain some control over his life by learning to respond differentially to the actions of others. To behaviors which are positive in regard to the student, the student must be taught an appropriate, reinforcing response. To behaviors which are negative or offensive to the student, the student must respond with an acceptable behavior designed to extinguish the negative behavior.

4. in this lesson the student is taught to define behavior as an observable action.

C. Review Assignment

1. have students describe the teachers they had made them feel good.

2. have students describe the things the teachers did that caused these good feelings.

3. have students describe their own behaviors with these teachers.

4. repeat, focusing on teachers who brought about unpleasant feelings.

D. Review Previous Lesson

1. the behaviors we use when we are with other people affect how those people feel and act towards us.

2. if we want people to act pleasantly to us, our behaviors must create pleasant feelings in them when they see us.

E. Discussion:

1. behavior is any action that we can observe directly. An "action" is something that happens. A desk is not an action. If the desk is knocked over, its fall to the ground is an action.

2. to "observe" an action means to see it, or to hear it, or to feel it. To see an action is to watch it happen. I can observe the desk fall by watching it as it tumbles to the floor. Another observation I could make about the desk falling is to listen to the noise it makes as it falls.

3. if someone is talking to me over the phone I can observe the behavior of them speaking on the phone. A third way to observe an action is to feel the action. If the desk falls and lands on my foot I can observe the action of something falling on my foot just by feeling it. If someone taps me on the back I can observe that action because I can feel it.

4. when we say that behavior is an action that we can observe "directly" we mean that we do not need to make a guess about what is happening but we can observe it with out eyes, or ears, or

4. when we say that behavior is an action that we can observe "directly" we mean that we do not need to make a gues about what is happening but we can observe it with out eyes, or ears, or touch. I can directly observe the desk falling. I can see it. I can hear it. I can touch it. I cannot observe you thinking about the desk falling. You can tell me you are thinking about it, but you might be lying and there is no way I would know the truth because I cannot see, hear, or touch your thoughts even if I had fancy equipment like a microscope. (Something like a microscope makes it possible to directly observe things we otherwise would never know about).

F. Model and Practice

1. Model

a. what is a behavior?

b. a behavior is an action that can be observed directly.

2. Practice

a. have students respond to the question "What is a behavior?"

b. give feedback until all students include in their answers the concepts of "action," and "direct observation."

G. Summary

1. behavior is any action that can be observed directly.

H. Assignment

1. make a list of the first ten behaviors that you observe in your next class.

ACTIVITY

A. Discussion

1. the teacher will have students define "behavior." (Behavior is an observable action which can be measured.)

B. Word Association Chain

1. the group will play a word association game using the word "behavior." When the teacher says "behavior," each student will say a word that comes to his/her mind. For example: Teacher will say "behavior" and snap his/her fingers. John says "hit." Teacher says "behavior" and snaps fingers. Mary says "laugh." Go around the group several times. Write each word or have a member of the group write each word.

C. Follow-Up Discussion

1. Using the group's list of words, discuss which words are observable actions. Scratch off those which are not observable actions. (If the group should have considerable difficulty separating emotions and behaviors, it would be helpful to play the game using "feeling" associated words.)

Lesson 4

Materials Needed: 1. copy of worksheet BI 4 for each student.

Time Required:
Lesson 35 mins.
Activity 30 mins.

Related Activities:

A. Objective

1. the student will describe how behavior is learned through reinforcement and through modeling.

B. Introduction

1. this lesson presents the idea that much of our behavior is learned. Because it is learned it can be changed.

2. we learn behavior in two ways: reinforcement and modeling.

3. a student can learn new ways to behave by imitating other people (modeling) or he can arrange rewards for himself when he behaves the way he wants (reinforcement).

4. just as a student can change his own behavior, so too can he change the behavior of others. He can act the way he would like others to act and they can learn to behave like him. Or he can reinforce the positive behaviors he wants to encourage.

5. the point to be stressed in this lesson is that the student can affect the behavior of others because behavior is learned and can be changed.

C. Review Assignment

1. have students read from the list of behaviors they have observed.

2. write the behaviors on the board.

3. isolate those which are not observable and make the point that to be counted as a behavior, it must be observable.

D. Review Previous Lesson

1. behavior is an act which directly observable.

2. if it cannot be observed then it is not a behavior.

E. Discussion

1. a behavior is an action that we can observe directly. Some behaviors are instincitve or reflex behaviors. Put your hand on a flame accidently and without thinking about it and without ever having learned how to do it, you will quickly move your hand. Most behavior that we use when dealing with other people, however, is behavior that we have learned.

2. the behavior we use with other people is not usually taught at school. When someone walks by and says "Hello," we have learned that we should say "Hello" even though no one ever told us that it was the thing to do. We do it because when we say "Hello" the other person smiles ands says something friendly that makes us feel good. We have learned that when we say "Hello" something good happens to us, so we continue to say "Hello."

3. when we say "Hello" and then something good happens to us, our behavior (saying "Hello") has been reinforced, and when we see someone again we'll probably say "Hello" hoping that something good will happen again. This type of reinforcement is one way that we learn to behave.

4. another way we learn is by imitating the behavior of others. When we are unsure of how to act in a particular situation we can learn what to do by watching someone else. If what the person is doing seems to work out okay, we imitate him, otherwise we look at someone else. By having a model on which to base our actions we can learn new ways to behave.

5. behavior is learned by reinforcement and by modeling.

6. reinforcement means that a behavior is strengthened when it is followed by some positive or rewarding experience.

7. modeling means imitating what someone else has done because their behavior was successful.

F. Model and Practice

1. Model
   a. how is behavior learned?
   b. behavior is learned by reinforcement and modeling.
2. Practice
   a. have students respond to the question: "How is behavior learned?"
   b. give feedback until all students include in their answers the ideas of modeling and reinforcement.
3. Model
   a. what is reinforcement?
   b. reinforcement is the strengthening of a behavior by following that behavior with a positive or rewarding experience.
4. Practice
   a. ask students to define reinforcement.
   b. give feedback until all students give an answer that either follows the model or is an example of reinforcement that demonstrates the concept.
5. Model
   a. what is modeling?
   b. modeling is a way of learning a new behavior by imitating the behavior of someone else.
6. Practice
   a. ask students to explain modeling.
   b. give feedback until all students give an explanation or an example which describes learning by modeling.

G. Summary
   1. behavior is learned by reinforcement and modeling.
   2. we can encourage people to behave in a particular way by reinforcing the behaviors we want to encourage.
   3. we can learn how to behave in specific situations by modeling the behavior of others.
   4. if you were to imitate the behavior of a student in the class, who would it be? Why?

H. Assignment
   1. describe how you would use reinforcement to teach a dolphin at Sea World to jump out of the water.
   2. describe how you would use modeling to teach someone how to do jumping jacks.

ACTIVITY

A. Introduction
   1. when you are trying to learn something new there are two things that can help you:
      a. first,youcan watch someone else who already can do what you want to do.
      b. second, you can give yourself a reward for practicing or learning the new task.
   2. imitating someone else is called modeling.
   3. giving yourself a reward is called reinforcement.

B. Simon Semaphores I
   1. introduce the game by telling students that they are going to learn to spell the word "Model" using the sign language used by the Navy, Semaphore.
   2. they will learn this just by imitating someone who already knows how to do it.

      by following the model they will learn a new behavior.
   3. play a game of Simon Says but go slowly enough for everyone to follow.
   4. after some warm up, play Simon Says, but use the semaphore codes to spell out the word "Model," saying the letters aloud as you signal them (i.e., "Simon says put your arms like this ,").
   5. continue until all students can spell "Model."

C. Simon Semaphores II
   1. this time tell students they will learn to spell the word "Reward" by looking at the signals on a sheet of paper and then being reinforced for correct performance.
   2. pass out the ditto to each student and give them four minutes to practice the signs.
   3. tell students that for every letter they signal correctly, they will be given a reward (i.e., one minute free time, an extra point or token, etc.).
   4. after four minutes have each student spell the word "Reward" and give out reinforcers as promised.
   5. repeat until all students can spell the word correctly.

D. Discussion
   1. in each method the student learned to spell a word.
   2. have students describe other things they have learned modeling.
   3. have students describe other things they have learned through reinforcement.

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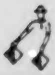
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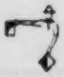
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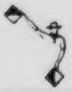
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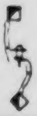
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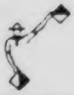
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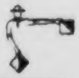
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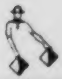
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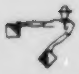
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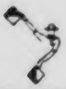
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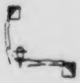
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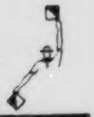
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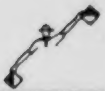
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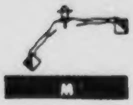
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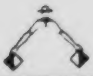
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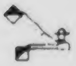
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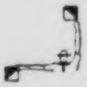
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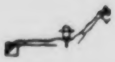
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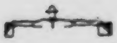
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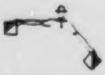
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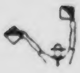
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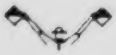
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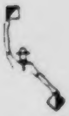
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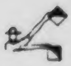
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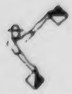
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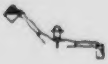
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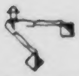
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Lesson 5

Materials Needed: 1. videotape "Face to Face."
2. TV

Time Required:

Lesson 35 mins.
Activity 45 mins.

Related Activities:

A. Objective

1. the student will describe modeling as a means of learning new ways to behave by imitating the behavior of another.

2. the student will identify models whose values and behavior are appropriate to the school setting.

B. Introduction

1. the purpose of this and the next lesson is to each students that they can model their behavior and their values on people who they respect. It is important to point out that of all the people admired or respected by students, some behave in a way that is appropriate in school, while others do not. As a starting point in helping students develop a school appropriate set of values and behaviors, students should be shown the importance of modeling a person whose values and behaviors would be generally accepted in school.

2. models can be found in many domains: the students' acquaintances (peers and adults), television, movies, comics, sports, music, etc. Help the students find a model whose behavior and values can be clearly ascertained. The student will have to be able to answer a question like, "What would Superman do if he were in my shoes?"

C. Review Assignment

1. have students describes the responses of teachers to student answers:

   a. were the teacher responses more positive when the students answered correctly?

   b. what does the student learn from the teacher response?

   c. should the student be afraid of answering a question incorrectly.

2. make the point that the manner in which the teacher responds to a student, teaches all of the students what will happen when they answer a question.

D. Review Previous Lesson

1. behavior is learned through reinforcement and through modeling.

2. if a behavior is followed by a positive or pleasant experience, that behavior is strengthened or reinforced and the behavior is learned.

3. if we see someone else have a behavior reinforced, we may want to try that behavior ourselves. By imitating the behavior of a model, we learn new ways to behave.

E. Discussion

1. modeling is a way to learn new behaviors by imitating the behaviors of others. One way of learning how to dance is to watch other people do it and then try it on your own.

2. when you try to imitate the behavior of others to learn a new way to act, it is important that you pick out someone who is a good model to imitate.

3. if you want to learn to dance, you will look out on the dance floor and find the best dancer and that will be the person you use for your model.

4. when you are in school or at home and you have to deal with other people, it is sometimes hard to know what to do. It is sometimes very hard to figure out who to use as a model in dealing with others.

5. give students an example from your own life of a model you have used (i.e., One model I have always used has been my father. My father was always very successful at calming people down when they were angry. He did it in a quiet, kind way. Whenever I'm faced with a lot of angry people, I say to myself, "What would my father have done?").

6. in choosing a model on how to get along with people, choose a model that you like and respect. Choose someone who gets along well with other people and who treats people with honesty and openness. Choose someone whose behavior is accepted by the people around him: peers and adults. Choose someone who knows how to get along in school and out. Then, when you are in a different situation you can ask yourself: "What would he do if he were in my place?"

F. Model and Practice

1. Model

   a. what is modeling?

   b. modeling is a way to learn new behaviors by imitating the behavior of another.

2. Practice

   a. have students answer the question "What is modeling?"

   b. give feedback until all students give answers or examples that correctly describe modeling.

3. Model

   a. give a list of three people who would make good models for you and tell why they would be good.

   b. give students your list and reasons. Try to include in your list one acquaintance or relative, one fictional character, and one personality from sports, music, entertainment, etc. (i.e., "My father, because he could deal with people who were angry in a way that calmed them down. Superman, because he always does the right thing and tries to help others. Muhammad Ali, because he always fought as hard as he could, but he was always gentle and kind outside of the ring").

G. Summary

1. modeling can teach us new ways to behave by imitating others.

2. in choosing a model for our behavior it is important to choose someone whose behavior we respect. We should choose someone who can get along well with others both in and out of school.

H. Assignment

1. referring to the behavior change plan of Lesson 1, is the model you chose a good model?

2. if the model is good, explain why.

3. if the model is not good choose a new model. Explain why you made the change.

ACTIVITY

A. Discussion

1. introduce the idea that one way we learn is by watching what other people do and imitating their behavior (i.e., modeling).

2. if we are unsure about how to act in a situation or if our actions in a situation always get us in trouble, we can learn new ways to act by observing someone else in the situation.

B. Watch TV Show

1. watch a TV show with models appropriate to your age group, (i.e., Spiderman in Electric Company, characters in soap operas).

2. tell students to observe the behaviors exhibited by the TV characters.

3. make a list of problem situations encountered by your students. Ask:
   a. "How would Spiderman have acted in that situation?"
   b. "How would you have acted?"
   c. "Which behavior would have worked out better for you?"

C. Watch the videotape "Face to Face."

1. describe some of the problems encountered by the two girls.

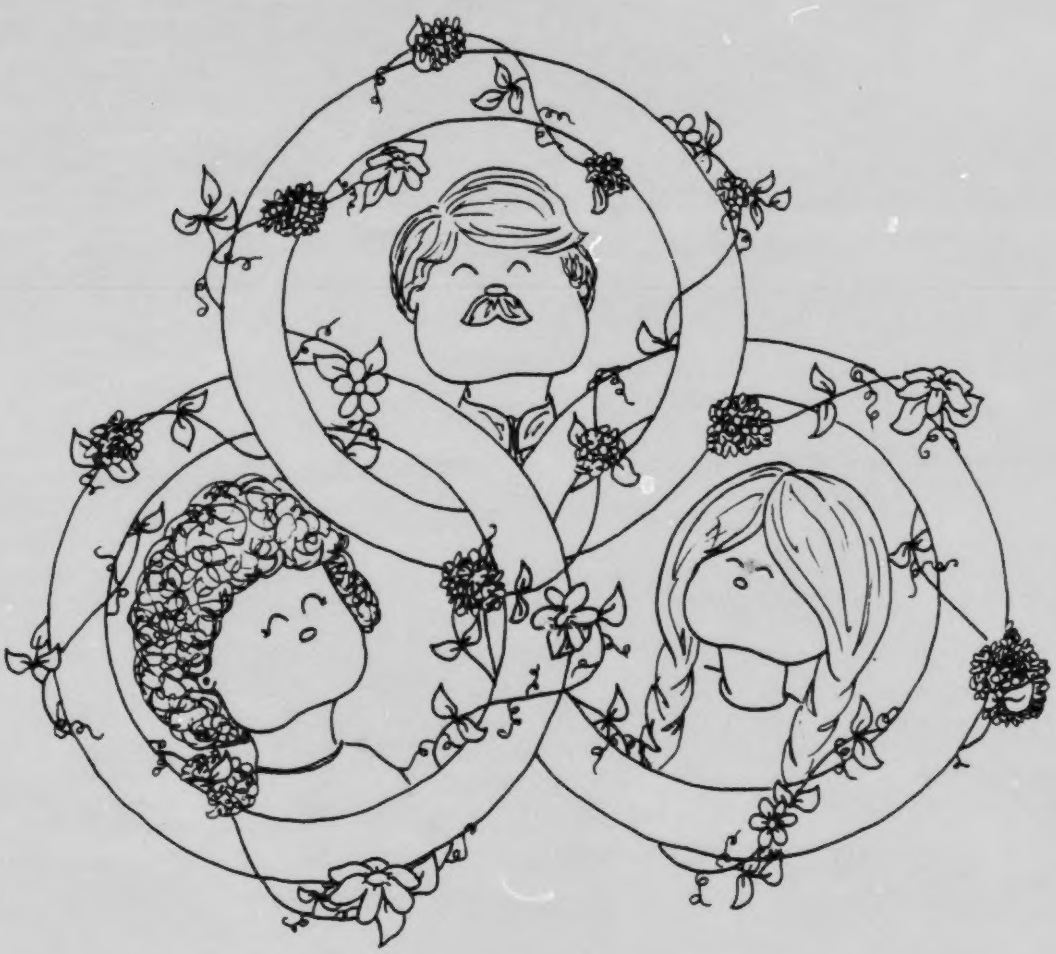
2. ask students:

   a. which problems were similar?

   b. did the girls respond in the same way?

   c. if you were involved in a problem, which girl would you try to imitate?

3. what were the consequences of the behavior of each girl? Which behaviors were more appropriate?



Who will be your model?

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Lesson 6

Materials Needed:
1. posterboard, markers, scissors, glue.
2. list of popular TV characters, sports stars, recording artists, etc.

Time Required:
Lesson 40 mins.
Activity 30 mins.

Related Activities:

A. Objective

1. the student will identify models as a source of feelings, values, and expectations on which to base behavior.

B. Introduction

1. while the main thrust of this unit is to give the student some understanding of, and facility with, the skills needed to deal with his and with others behavior, some notice must be directed to the feelings,values, expectations, etc., which direct behavior.

2. models can provide students not only with overt examples of behavior to be imitated, but also with examples of the values, feelings, and expectations which accompany behavior.

3. the internal motivations which direct behavior can also be learned by observing models. Again, it is important that students be directed towards models whose values, feelings, and expectations parallel those of the school and of society at large.

C. Review Assignment

1. have students describe the models they chose for the behavior change plan.

2. discuss the appropriateness of the models and offer suggestions for new models.

D. Review Previous Lesson

1. modeling is a means of learning new behavior by imitating the behavior of others.

2. when choosing a model, it is important to choose someone who we respect and who can get along well with other people. If we want to learn successful ways to behave, we must model our behavior on people who get along in society successfully.

E. Discussion

1. Lesson 2 made the point that feelings and behavior are related. Positive behaviors by us cause pleasant feelings in others. These pleasant feelings result in positive behavior by others towards us.

2. in addition to feelings, however, there are other things which affect our behavior. Our values about what is right and wrong influence how we behave. Our expectations about what we think will happen in a situation affect what we do.

3. in many situations our feelings, values, and expectations have either been unclear or have led us to behave in a way which caused us trouble.

4. just as a model can show us how to act in a particular situation, so too can a model clarify for us some of the feelings, values, and expectations that we may want to bring to that situation.

5. for example: suppose a teacher stops you in the hall and says, "I think you have been stealing money from the soda machine." You might feel very angry about that statement because you have stolen nothing. You may also have the expectation that even though you did nothing wrong, you are going to get into a lot of trouble. With these feelings and expectations, your behavior might be a very loud, angry temper tantrum that would definitely cause you problems.

6. but let's take a look at how Mellow Marty, your model, would react in the same situation. Mellow Marty would know he had done nothing wrong, so when the teacher made the accusation Mellow Marty would not be angry. Mellow Marty would feel surprised and he would feel that he wanted the whole problem straightened out. Because he did nothing wrong, Mellow Marty would not expect to get in trouble. His expectation would be that with some explanations, everything would be clarified and the teacher would leave him alone. With these feelings and expectations, Mellow Marty's behavior would be calm and rational and he would work things out with the teacher quietly.

7. whenever you are in a difficult situation, it is worth the effort to consider what someone else in your place would feel and expect. Ask yourself, "What would they think is right in this situation?" If you have chosen good models to follow, your feelings, values, and expectations can be successfully patterned on those of the model.

F. Model and Practice

1. Model

   a. in addition to acting as examples of proper behavior, what else can a model show us?

   b. a model can demonstrate feelings, values, and expectations which might be appropriate to different situations.

2. Practice

   a. have students respond to the question above.

   b. give feedback until all students give an answer or an example of modeling in which one learns to identify with and adopt the feelings, values, and/or expectation of a model.

3. Model

   a. give an example of a model whose feelings, values, and/or expectations are usually appropriate in dealing with:

      i. someone else's anger.
      ii. being teased.
      iii. accepting criticism.
      iv. any others appropriate to your class.

   b. give your own models for each situation.

4. Practice

   a. have students give examples of people who could serve as models in different interpersonal situations.

   b. give feedback until all students describe models whose feelings, values, and/or expectations are appropriate to the situations you use.

G. Summary

1. the feelings, values, and expectations that direct our behavior are often unclear or lead to behavior that gets us in trouble.

2. to clarify or develop successful feelings, values, and expectations, we can look towards other people to serve as models.

H. Assignment

1. watch a TV show tonight and identify one good model of feelings, values, and expectations and one poor model.

2. give reasons for your choice.

ACTIVITY

A. Discussion

1. ask students why some personalities become popular, and list the traits these people have that make them well know and/or well liked.

2. if the students were able to live and work with these personalities, they would probably make an effort to behave like their heros behave.

3. have students list the ways they would like to change their behavior to be more like the behavior of famous personalities.

B. Procedure

1. have students decide on an area of their behavior which they would like to change.

2. have each student choose a famous person* who they admire, to act as a model in deciding how to act.

3. obtain a picture of that person and glue it on to a piece of poster board. Next to the picture put an appropriate saying.

4. when a student is acting inappropriately on the chosen behavior, remind him to look at his cue card, to see what the model would do.

5. when the student is confronted with a problem ask "What would Spiderman (or other hero) do?"

6. the teacher can make her own set of cue cards, using famous people as models, for class rules.

*It is important that the teacher guide student choices to personalities whose behavior would be appropriate to the values and mores of the school situation.

Lesson 7

Materials Needed:		
Time Required:		Related Activities:
Lesson	30 mins.	C 6, C 8
Activity		

A. Objective

1. the student will describe reinforcement as a method of learning a behavior by strengthening that behavior with positive feedback.

2. the student will distinguish between verbal and non-verbal reinforcement.

3. the student will give examples of verbal reinforcement.

B. Introduction

1. students can use models as a source of values and expectations on which to base thier behavior.

2. they can use models as a means of learning new behaviors that can be used in dealing with others.

3. with an understanding of, and facility with, the principles of reinforcement, the students can learn how their actions can be used to affect the behavior of others.

4. this and the next two chapters deal with verbal reinforcement, non-verbal reinforcement, and the necessity for maintaining a congruence between the two.

5. in this chapter the points to be emphasized are:

   a. reinforcement can be used to influence the behavior of others.

   b. reinforcement can be verbal or non-verbal.

   c. verbal reinforcers can be used to create a feeling of good will with others.

   d. the values and expectations which can direct **when** we use reinforcers can be found by looking at models.

   e. the means by which we employ our reinforcers can be found by looking at models.

C. Review Assignment

1. have students describe the TV personalities who they have identified as good and poor models of values and expectations.

2. show how the behavior of these individuals is directly tied to their feelings, values, and expectations.

D. Review Previous Lesson

1. a model is someone we look towards to see how they behave in a particular situation.

2. a model is someone we look towards to see what their values, feelings, and expectations are in difficult situations.

E. Discussion

1. if a person does something that we like and that we would like them to do more often, we should reinforce the behavior. For example: if Jack walks past you in the hall and smiles at you, that is a behavior you would like Jack to use whenever he sees you. To strengthen the chances that he will smile whenever he sees you, you have to do something for Jack that is positive or pleasant. You can smile back, or say "Hi" or say "Good to see you Jack. You look good today."

2. by responding to Jack in a way that makes him feel good, you are reinforcing the behavior of Jack's that made you feel good.

3. when you smiled, you sent Jack a message even though you did not say anything. The message was "Thanks for smiling."

4. the other messages yo sent, were sent with words. These verbal messages tell other people exactly how you feel.

5. by using verbal messages, you can be very clear about what you want to say. If you want to reinforce someone's behavior you can tell them: "Jack, I like it when you smile. Keep it up." This kind of verbal reinforcer is very powerful and can be a big help to you in trying to get people to respond to you in a positive manner.

6. if you are unsure about when to use a verbal reinforcer watch someone else do it. Do they reinforce a behavior that is unpleasant or do they wait until something good happens?

7. if you are unsure about what to day or how to say it, watch someone else. There are a lot of things you can say to reinforce behavior. See what other people say and use some of their remarks until you find some that work for you.

F. Model and Practice

1. Model

   a. what is the difference between a verbal and a non-verbal reinforcer?

   b. a verbal reinforcer is one where you use words to strengthen a behavior. A non-verbal reinforcer is one where you use a gesture or facial expression or tone of voice to convey a message to strengthen a behavior.

2. Practice

   a. ask students to distinguish between verbal and non-verbal reinforcers.

   b. give feedback until all students can distinguish between verbal and non-verbal reinforcers.

3. Model

   a. make a list of five verbal reinforcers that you can use to reinforce a behavior.

   b. "Thanks, Joe. I appreciate your help."
   "That was great, Paula. Do it again."
   "Good work, Mark."
   "I like the way you do that. Keep it up."
   "That was nice. Thanks."

4 Practice

   a. have students make a list of five verbal reinforcers they can use to strengthen a behavior.

   b. give feedback until all students can list appropriate verbal messages which would act as reinforcers.

G. Summary

1. by reinforcing the behavior of a person, we strengthen the chances that it will occur again.
2. verbal reinforcers use words to convey a message that we like the behavior of another and would like to see it again.
3. we can learn when and how to reinforce others by imitating a model.

H. Assignment

1. pick a model and make a list of the verbal reinforcers that this model uses to strengthen the behaviors of others.
2. use some of these reinforcers with other people.

ACTIVITY

A. Discussion

1. when people do something nice we should give them some kind of reward.
2. if we give them a reward, they will do more nice things for us.
3. since we cannot give people rewards like money or gold or diamonds, we have to use other kinds of rewards.
4. the most easily used rewards and the rewards which work the best and are the most valued are personal rewards: a pleasant smile, a word of thanks.
5. in this activity you will get practice at giving some rewards.

B. Procedure

1. have a student pick out one of the Suggested Situations. The student will act out the situation.
2. the other students will take turns giving positive reinforcements.
3. they should only give one reinforcement at a time.
4. reinforcements can be either verbal or nonverbal.
5. score one point for each different reinforcer.
6. continue until no new reinforcers are used.
7. the student with the most points wins.
8. repeat with another situation.
9. encourage students to use as many novel ways of reinforcing as possible.

C. Suggested Situations

1. come in the room, smile and say hello.
2. tell a student how well he or she looks today.
3. tell the teacher what a wonderful job he is doing.
4. tell a student how glad you are to be in the same class with them.
5. tell the class that you just heard the principal tell a teacher that it was the most improved class in the school.
6. enter the room and tell everyone that you are happy to be in school today.
7. look at someone's school work and tell them how good it is.

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Lesson 8

Materials Needed: 1. index cards with role play situations (Activity B.4)

Time Required:
Lesson 40 mins.
Activity 35 mins.

Related Activities:
SC 3

A. Objective

1. the student will identify and use in class several non-verbal reinforcers.

B. Introduction

1. this lesson demonstrates the use of non-verbal behaviors as reinforcers.

2. the point should be made that just as words can convey reinforcing messages, so too can non-verbal behaviors convey messages that can be used as reinforcers.

3. gestures, facial expressions, and the tone of one's voice are all non-verbal cues that convey messages.

C. Review Assignment

1. have students describe the verbal reinforcers used by teh model.

2. ask what effect these had when used by the student.

3. how did the student feel using these reinforcers?

4. make the point that with practice, it becomes easier to use this kind of reinforcement.

D. Review Previous Lesson

1. we can use our behavior to influence the behavior of others.

2. verbal reinforcers strengthen the behavior of others.

3. to learn when and how to use such reinforcers, we should watch a model.

E. Discussion

1. when we use words to convey a message, we can be very clear about what we mean. If we like the behavior of a person we can come right out and say so. This is a very powerful and direct means of communication.

2. a less direct but just as powerful type of communication is the use of non-verbal messages.

3. with non-verbal messages we can convey messages which are just as strong as our words. When we smile at someone we are telling them that we are happy to see them. When we pat someone on the back we are telling them we appreciate them. When we use a pleasant tone o voice we convey a message that says we are glad to be with the person.

4. in using reinforcement to encourage a person to continue a behavior, non-verbal messages are very strong and very important.

5. facial expressions, gestures, and our tone of voice all can be used to convey messages which reinforce behavior without words.

6. if you are unsure of how or when to use these non-verbal messages watch how others do it and then try it on your own.

F. Model and Practice

1. Model

a. give examples of non-verbal behaviors that can be used to reinforce behavior.

b. smiling, nodding your head, pat on the back, pleasant tone of voice, etc.

2. Practice

a. have students give examples of reinforcing non-verbal behaviors.

b. give feedback until all students can list some reinforcing non-verbal behaviors.

3. Model

a. demonstrate the use of reinforcing non-verbal behaviors in the following situations:

i. your math teacher congratulates you on your homework.

ii. another student thanks you for a birthday present.

iii. a teacher tells you your behavior has improved.

b. for each situation make an appropriate verbal response. Pair each verbal response with a pleasant tone of voice, smiles, head nods, handshakes, etc.

4. Practice

a. have students demonstrate reinforcing non-verbal behaviors using the situations listed above or other situations which the students would like to reinforce.

b. give feedback until all students can use appropriate, reinforcing non-verbal messages.

G. Summary

1. the behavior of other people can be strengthened by reinforcing that behavior.

2. non-verbal reinforcers using tone of voice, gestures, and facial expressions are very effective in conveying positive messages to people.

3. we can learn new non-verbal reinforcers and how to use them by watching others.

H. Assignment

1. make a list of verbal and non-verbal reinforcers.

2. use these reinforcers together when someone displays a behavior you like.

3. record what the person did.

ACTIVITY

A. Discussion

1. introduce the idea that one way we communicate what we are feeling is through non-verbal actions.

2. our non-verbal actions are often used as reinforcers. Some examples are smiling, giving a pat on the back, giving eye contact.

3. because our non-verbal behavior can be an important source of reinforcement we must pay close attention not only to what we say, but also to how we act.

B. Charades

1. explain how charades are played;
    a. one student will read the situation described on the slip of paper.
    b. the student will act out the situation without speaking.
    c. students will try to guess what the situation was.

2. have students take turns acting out the situations.

3. after a situation has been acted out and students have tried to guess what the situation was, use the following as the basis for discussion:
    a. what did you observe?
    b. what was the behavior?
    c. why did the person exhibit that behavior?
    d. tell students what the feeling was in the situation and what non-verbal behavior was used to display that feeling.
    e. how we read non-verbal cues affects how we think and how we react.

4. Suggested Situations
    a. you are walking down the hall to your class when another student knocks you down and all of your books go flying.
    b. you are coming into the classroom and as the door closes, your hand gets caught in it. It hurts.
    c. you are asked to do a math problem at the board and you don't have any idea of how to do it.
    d. you have just bumped into the class bully and knocked him down. You are afraid that he will hit you.
    e. your history teacher has just told you that your test paper was the best in the class.
    f. you just found out that your dog was run over by a car and may not live.
    g. you studied for your math test all night and you just got it back and you have failed.
    h. you just won the Pac Man tournament held by the school.

Lesson 9

Materials Needed: 1. copy of script (Activity C) for 2 students.

Time Required:
Lesson 40 mins.
Activity 20 mins.

Related Activities:
C 5

A. Objective

1. the student will explain why verbal and non-verbal messages must be the same.

2. the student will demonstrate both congruent and incongruent uses of verbal and non-verbal behaviors.

B. Introduction

1. the verbal messages one sends a person have a very clear and definite meaning. To be fully effective, however, these verbal messages must be accompanied by non-verbal messages which say the same thing.

2. where verbal and non-verbal messages differ, confusion results.

3. the emphasis in this lesson should be on the importance of keeping verbal and non-verbal responses congruent.

C. Review Assignment

1. have students describe the verbal and non-verbal reinforcers they used.

2. what kinds of responses were elicited when the reinforcers were used?

D. Review Previous Lesson

1. behaviors can be reinforced using non-verbal responses.

2. facial expressions, tone of voice, and gestures can all be used to encourage a particular behavior.

E. Discussion

1. it sometimes happens that what a person says, is not what he means. I can say "Good Morning" and mean two different things. If I say it like this: (with a scowl on my face and a flat voice) "Good Morning," you will probably know that I don't really care whether or not you have a good morning. If I say it like this: (with a smile and perky voice) "Good Morning," you would be more inclined to believe that I really mean it.

2. whenyouare trying to reward someone becauseof some positive behavior,it is important that what you say with your words is backed up by what you say with your body. If your words are "Goodbye, have a nice day" then your body has to show that with a smile and a nice wave of the hand. If you don't smile when you say it, you will not be rewarding the person. They will not believe whay you say and they will ignore you. It takes practice, but your words and actions must go together.

3. when you say one thing with your words and another thing with your actions, you are not reinforcing anything. You are just confusing the situation. To avoid this, make sure you give a single message with both words and actions.

F. Model and Practice

1. Model
    - a. why do verbal and non-verbal messages have to be the same?
    - b. if you want to reinforce a behavior, verbal and non-verbal messages must be the same so that the other person knows and believes what you are saying.
2. Practice
    - a. have students respond to the question.
    - b. give feedback until all students can give and answer an example which describes the importance of maintaining congruent messages.
3. Model
    - a. describe a situation which calls for a response to the positive behavior of another (i.e., Mr. Jones said "Good Work,").
    - b. act out an appropriate response using congruent verbal and non-verbal messages (i.e., with a smile and good eye contact say "Thank You, Mr. Jones. I appreciate you saying that,").
4. Practice
    - a. describe several situations which call for a student to respond to the positive behavior of another (get examples from students where possible).
    - b. you or another student should then act out the positive behavior.
    - c. have the students take turns responding to the positive behavior using reinforcing verbal and non-verbal messages.
    - d. give feedback until each student is sending out a reinforcing verbal and non-verbal response.
5. Model and Practice
    - a. follow the same steps as above only ask students to use incongruent verbal and non-verbal messages.
    - b. give feedback until all students can give different verbal and non-verbal messages at the same time.

G. Summary

1. to successfully reinforce someone's behavior we must send out the same message verbally and non-verbally.
2. if our verbal and non-verbal messages are not congruent, they will not be believed or accepted.

H. Assignment

1. observe and record the verbal and non-verbal behavior of your favorite teacher when that teacher is being friendly.
    - a. what words did he use?
    - b. what actions went with the words?

c. were the actions and the words sending out the same message?

d. how did the person to whom the teacher was talking, respond?

ACTIVITY

A. Discussion

1. when you are trying to express yourself, it is important that your non-verbal and verbal messages are saying the same thing.

2. you can convey one message by the content of your words and another message by the tone of voice with which you say the words. To be effective, both verbal (content) and non-verbal (tone of voice) messages must be the same.

B. Role Play

1. students will read the script twice.

2. the first time they read it they should read it in a very happy, casual manner.

3. the second time they read the script they should read it in a sarcastic, taunting manner.

4. after the script has been read use the following for discussion:

   a. did the intonation in voice make a difference in what was said?

   b. how do you react when someone raises their voice to you? why?

   c. what messages are conveyed by different tones of voice?

C. The Script

1. characters: Joe, Ted

Joe: Hey, Ted, I hear you got an A on your math test. Wow. That's just great. How did you do it?

Ted: I studied for it, that's how. What did you think?

Joe: Well, you're so smart that I didn't think you would have to study. I mean you get A's all the time right?

Ted: Yeah, that's right. I get A's all the time. And you couldn't get an A in any subject without a lot of help. Next time you need some help just let me know. I'd be happy to help you out.

Joe: If I need help, I'll let you know. You can be sure of it.

Lesson 10

Materials Needed:

Time Required:
Lesson 30 mins.
Activity 30 mins.

Related Activities:

A. Objective

1. the student will describe how to decrease a behavior by withholding reinforcement.
2. the student will demonstrate ignoring behaviors in class.

B. Introduction

1. reinforcement can be used to increase a behavior.
2. students will also need some understanding of, and facility with, the skills needed to decrease the occurrence of a behavior.
3. a behavior can often be decreased by not giving that behavior any reinforcement. This usually means completely ignoring the behavior.

C. Review Assignment

1. have students describe the friendly verbal and non-verbal behaviors of their favorite teachers.
2. ask how students respond to the teacher.
3. what would have happened if the words were friendly, but the tone of voice was not?

D. Review Previous Lesson

1. to be effective as a reinforcer verbal and non-verbal behaviors must send out the same message. They must be congruent.
2. when verbal and non-verbal messages are incongruent, they will not be understood or accepted.

E. Discussion

1. if you want to see someone increase a particular behavior, then you have to reinforce that behavior when it occurs.
2. by reinforcing a behavior consistently, the behavior will increase in frequency.
3. if you want to see a behavior decrease, you have to do something else. You have to withhold reinforcement.
4. if you want to teach your dog to sit, then everytime that you say "Sit," and he sits, give him a dog bone and a pat on the head. By giving him these pleasant things, you are reinforcing his behavior to sit on command.
5. now suppose you send your dog to spend some time with another family, and whenever someone in that family tells your dog to sit, he sits. But even though he does what they tell him to do, on one gives him a bone, and no one pats him on the head and no one tells hime he's a good dog.

6. it may take some time, but eventually they will tell Fido to sit, and he won't do it, since his behavior is being ignored and he is not getting anything good for sitting, he'll just start ignoring the command to sit.

7. it is sometimes useful to ignore the behavior of some people when that behavior is annoying.

8. if you can ignore this annoying behavior, you will be sure that it is not being reinforced. By withholding reinforcement that behavior will decrease.

9. you cannot always ignore a behavior and expect it to go away. In fact, when you first start ignoring a behavior it may get worse. But if it is the kind of thing you can ignore, and you keep ignoring it consistently, the behavior will decrease.

F. Model and Practice

1. Model

    a. what will happen if you consistently ignore a behavior?

    b. if a behavior is consistently ignored, it will stop.

2. Practice

    a. ask students to describe how to stop a behavior.

    b. give feedback until all students can explain or give an example of decreasing a behavior by ignoring it.

3. Model

    a. how do you ignore a behavior?

    b. you ignore a behavior by pretending it never occured. You should send out no verbal or non-verbal messages which indicate that you were paying attention to the behavior.

4 Practice

    a. ask students to describe how to ignore a behavior.

    b. give feedback until all students can explain how to ignore.

5. Model

    a. give an example of a situation which calls for an ignoring response, (i.e., As Mike walks past you he says, "Hi, Fatso.").

    b. have a student walk past you and say, "Hi, Fatso."

    c. look straight ahead and say nothing and then turn to another student and begin a conversation as if nothing has happened.

6. Practice

    a. give examples of behaviors that should be ignored (use student example where possible).

    b. have one student act out the example.

    c. have the other students give ignoring responses.

    d. give feedback until all students demonstrate good ignoring responses.

G. Summary

1. to increase the occurrence of a behavior, the behavior must be reinforced.
2. the occurrence of a behavior can be decreased by withholding reinforcement.
3. ignoring a behavior is one way of withholding reinforcement.

H. Assignment

1. make a list of behaviors that people do that you would like to decrease.
2. which of these behavior can you ignore? Which cannot be ignored?
3. how can you ignore these behaviors?

ACTIVITY

A. Introduction

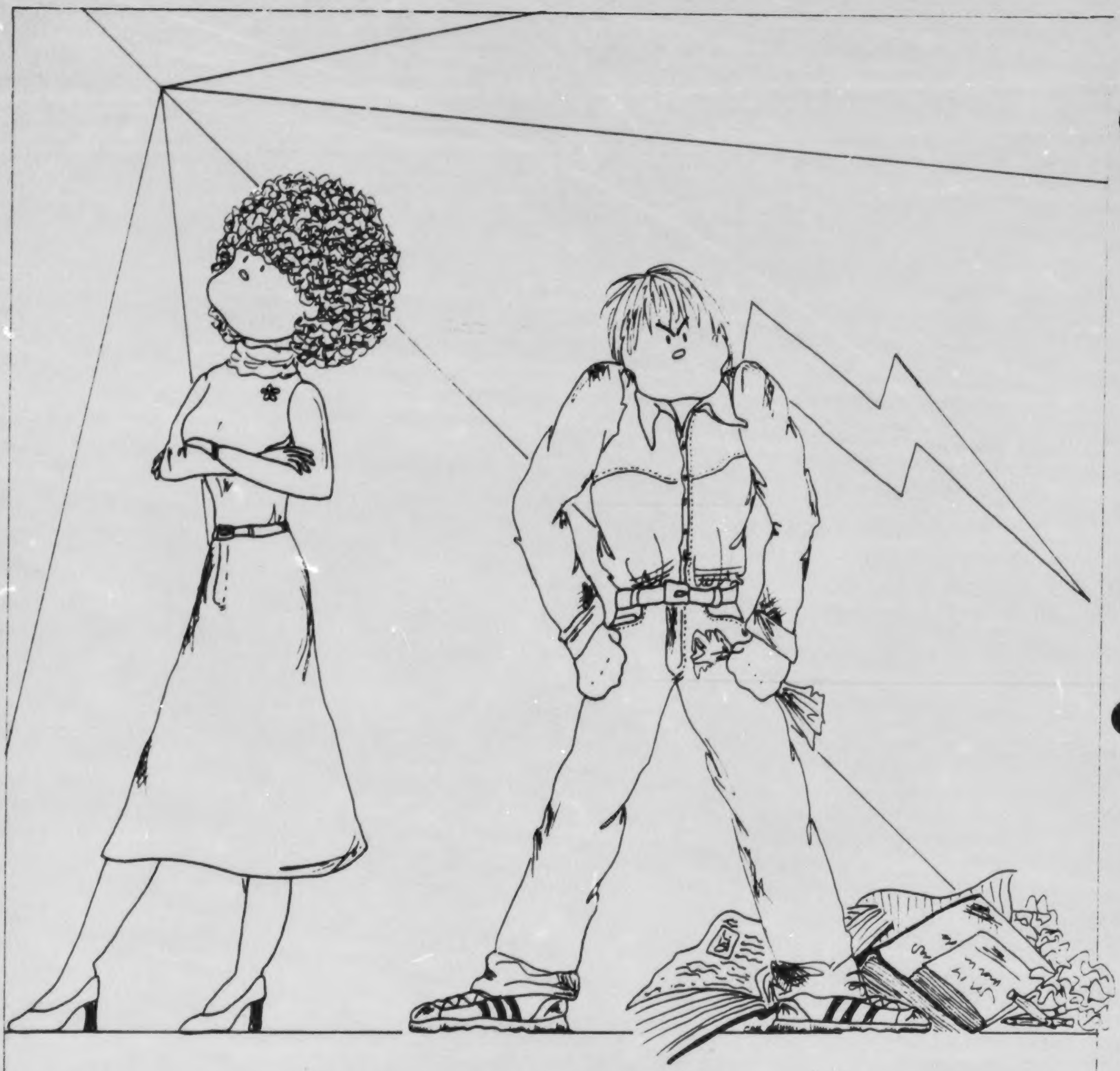
1. some people will try to get your attention by doing something negative. If you respond to them you are reinforcing their negative behavior and encouraging them to continue.
2. in such a situation you have to ignore the negative remarks and wait until the person says something positive.
3. when something positive is said you should immediately respond with a positive remark of your own.
4. until that positive remark comes, however, you should ignore the negative remarks completely. Give no eye contact, don't turn towards the person, don't talk back.

B. Hot Seat

1. choose one student to be in the Hot Seat.
2. choose two students to be Interrogators.
3. have the rest of the class act as observers.
4. directions to the Hot Seat: the Interrogators will try to get you to respond to their negative remarks. They will have very few positive things to say. Your job is to try to get them to say as many positive things as possible.
5. directions to Interrogators: without being vulgar or obscene and without getting out of your seat, try to get the Hot Seat to respond to your negative remarks (i.e., "Hey fatso, what time is it?", "Where'd you get that ugly shirt, Joe," etc.). In addition to your negative remarks you must include two positive statements ("Hi, Joe, How are you," "That's a good answer," etc.). Your job is to get the Hot Seat to respond to your negative statements.
6. directions to observers: record every time that the Hot Seat responds to a negative remark in any way (body movement, eye contact, verbal response, etc.). Record every time the Hot Seat responds to a positive remark. Record how many positive remarks the Interrogators make.
7. have Hot Seat, Interrogators, and Observers begin and let the interrogation go for three minutes. After discusson repeat with other students.

C. Discussion:

1. is it hard to ignore negative remarks?
2. what can you tell yourself to make it easier? ("If I ignore them, I'll be a winner.")
3. who was most (least) successful in ignoring negative and rewarding positive remarks? Why?



Ignore it!

Lesson 11

Materials Needed: 1. list of assertive situations (Activity D) written on board or poster.

Time Required:
Lesson 35 mins.
Activity 30 mins.

Related Activities:

A. Objective

1. the student will describe ways of dealing with annoying behaviors which cannot be decreased by ignoring.

B. Introduction

1. in many situations a student may want to decrease or eliminate a behavior of another person which cannot be ignored. In such cases a more direct alternative must be ready.
2. students cannot easily ignore teachers or other authority figures who demand attention.
3. students cannot easily ignore physical aggression.
4. for every student there is a degree of teasing and abuse which becomes unacceptable after a certain point.
5. in these situations ignoring the behavior is untenable and students must be taught how to deal with them.
6. in dealing with authority figures, the student will probably best serve his own interests by listening respectfully and answering calmly.
7. in dealing with physical aggression and in dealing with teasing or abuse that has become untenable the student can use a two step approach where possible:
   a. assert himself by asking the other student to stop.
   b. seek the assistance of a teacher or other authority. The student should dispense with the first step where necessary.

C. Review Assignment

1. have students describe the behaviors they would like to see eliminated.
2. what kinds of behaviors can you ignore and how can you ignore them?
3. what kinds of behaviors cannot be ignored?

D. Review Previous Lesson

1. a behavior can be decreased or eliminated by withholding reinforcement when the behavior occurs.
2. one way to withhold reinforcement is to ignore the behavior.

E. Discussion

1. sometimes it is impossible to decrease or eliminate a behavior by ignoring it because there are some behaviors which cannot be ignored.

2. you cannot ignore a teacher who is demanding your attention. When a teacher (or any other adult authority figure) is demanding your attention you must give them your attention or you'll find yourself in trouble. It is useless to try to ignore behaviors in this type of situation. The behaviors will not stop and you'll just get into trouble. All you can do is listen quietly and then speak calmly.

3. another type of behavior that can't be ignored is physical aggression. When someone is about to hit you and you want to decrease that type of behavior you better have some plan about what to do other than ignoring.

4. a final example of when ignoring will not work, is that behavior which you find so objectionable or annoying that you cannot ignore it forever. If you know that someone's teasing will get to you eventually, then it is useless to try to ignore it.

5. when you can't ignore an adult, your best bet is to listen quietly and then speak calmly.

6. when treatened with physical violence or when you know that you cannot ignore a particular behavior, you can do two things:
    a. first, in a quiet, even voice, ask the person to leave you alone.
    b. second, if that doesn't work, get help from a teacher or other adult.

F. Model and Practice

1. Model
    a. what can you do to decrease a behavior that cannot be ignored?
    b. if you are dealing with an adult, listen quietly and speak calmly. If you are threatened with aggression or if you simply cannot ignore a behavior, first, ask the person to stop and second, if necessary, get an adult to help.
2. Practice
    a. ask students what they can do with a behavior that cannot be ignored.
    b. give feedback until all students give an answer like the one in the model.
3. Model
    a. give an example of a behavior that cannot be ignored. (i.e., "Mark walked up to me and said he was going to slap me silly.")
    b. role play a response (i.e., "Listen Mark, I don't want any trouble with you so just leave me alone, please.")
4. Practice
    a. give examples of behaviors that cannot be ignored (use student examples).
    b. have one student act out the objectionable behavior.
    c. have other students act out responses.
    d. give feedback until all students can give an assertive response.
5. Model
    a. give an example of a behavior you would like to decrease, cannot ignore, and yet cannot respond to directly. (i.e., Mr. Marshall, the principal called me into his office and told me he thought I was doing a really lousy job.")

        b. act out a response which would not be too disruptive. (i.e., "Mr. Marshall, I'm sorry you feel that way. I am doing the best I can. What can I do to improve?")

    6. Practice

        a. give examples of behaviors by adults that students cannot ignore.

        b. while you act out the role of the adult, have students respond in a polite, calm manner.

        c. give feedback until all students can give a quiet, rational response.

G. Summary

    1. some behaviors cannot be ignored and if you want to deal with them you will need an alternate plan.

    2. when dealing with an adult who demands attention, listen quietly and speak calmly.

    3. when dealing with physical aggression or another behavior you cannot tolerate, ask the person to stop that behavior and if that doesn't work, get help from an adult.

H. Assignment

    1. using the list of behaviors that cannot be ignored (from the last assignment) write up a plan on how you will deal with each behavior. What will you do? What will you say?

ACTIVITY

A. Introduction

    1. there are some situations which cannot be ignored.

    2. to deal with these situations it is necessary to assert yourself.

    3. "asserting yourself" does not mean to be aggressive. It means that you state what you want in a clear and forceful, but courteous manner.

B. Speak Up

    1. have students role play a variety of situations in which they must assert themselves (see Suggested Situations).

    2. students must follow these rules:

        a. one student will be the Assertor, the other student will be the Obstructor.

        b. the Assertor will meet the problems presented by the Obstructor with an assertive response.

        c. the assertive response must be stated clearly enough to be understood by the Obstructor.

        d. the response should not be aggressive, but may include a contingency (i.e., "Please stop biting my thumb. If you don't I'll have to ask Mr. Gumby for help.")

        e. Assertor and Obstructor should use both verbal and nonverbal behaviors to communicate, but cannot use physical force.

C. Discussion

1. what was the problem faced by the Assertor?
2. what was his response?
3. what contingency did he give the Obstructor?
4. what would have happened if you used this response in a real situation?
5. how would you have responded?

D. Suggested Situations

1. Assertor wants to retrieve his pen from the Obstructor who borrowed it a week ago.
2. Assertor finds out that the shirt he just paid $20 for has a tear in it. The Obstructor, who works for the store, says the shirt was fine when purchased and will not give a refund.
3. Assertor wants Obstructor to stop chewing her gum so loudly because he can't concentrate on his game of Asteroids.
4. Assertor wants to play the game of Pac Man which has been monopolized by a very large Obstructor for the past hour.
5. Assertor has been giving his lunch to Obstructor who has threatened to beat him up otherwise. Assertor wants Obstructor to leave him alone.

Lesson 12

Materials Needed:	1. copy of Behavior Tally Sheet (Activity C) for each student.	
Time Required:		Related Activities:
Lesson	40 mins.	
Activity	30 mins.	

A. Objective

1. the student will describe how to count the frequency of a behavior.

2. the student will count the frequency of a behavior and record it on a chart.

B. Introduction

1. in attempting to increase or decrease the frequency of a behavior, it is important that the student be able to count the frequency with which a behavior occurs. This lesson will provide some general guidelines for doing so.

2. in counting the frequency of a behavior the following strategies should be used:

   a. the behavior should be identified very specifically, in observable terms ("John will sit at his desk," not "John will be a good student").

   b. the time period in which the behavior will be counted should be specified ("John will sit at his desk during math class on Wednesday").

   c. the method of recording the information should be specified ("I will count every time John gets out of his seat by making a tally mark").

3. it is important that the same behavior be counted over the same time frame and with the same method over a period of time so that the measures are accurate.

4. by stressing the need to maintain these standards, the reliability of measurement will be improved.

C. Review Assignment

1. have students describe behaviors they have encountered that cannot be ignored and ask what they have done about these behaviors.

2. what was the result?

3. how could the results be improved?

D. Review Previous Lesson

1. some behaviors cannot be decreased by ignoring.

2. with adults who demand attention, it is best to listen quietly and speak calmly.

3. with physical aggression or with other behaviors that cannot be tolerated, it is best to first ask that the behavior be stopped and if that doesn't work, get an adult to help.

E. Discussion

1. when you are developing a plan for increasing or decreasing a behavior, the only way you will know whether or not your strategy is working is if you keep track of how often the target ed behavior occurs. To do this you will have to count the behavior.

2. there are three things to keep in mind when you are going to count a behavior:

   a. you must identify the behavior you want to count. You must identify the behavior as clearly as possible so you know exactly what it is you will be counting. You must be sure that the behavior is identified in observable terms.

   b. you must specify the time period in which you will count the behavior. Will you count it every time it occurs in a week, a day, an hour? Whatever time period you choose, you must use it whenever you count the behavior. That way you can say that the behavior occurred so many times per day or week or hour, etc.

   c. decide how you will keep track of the counting. You can use tally marks and record it every time it occurs and then total it up at the end of the day. You can then record the frequency for each day in a graph or some other type of chart.

3. by keeping track of how often a behavior occurs in a set period of time, you will be able to judge the effectiveness of your plan to change the behavior. It is very important that you follow the guidelines for counting a behavior, so that your records are accurate.

F. Model and Practice

1. Model

   a. what are the three guidelines for counting a behavior?

   b. first, specify the behavior to be counted in observable terms; second, set up a time period in which you will count the behavior; and third, decide on a method of keeping track of the count.

2. Practice

   a. ask students what they must do to count a behavior.

   b. give feedback until all students give answers that correspond to the model.

3. Model

   a. why should you count behaviors?

   b. to know whether or not your plan for changing the behavior is working.

4. Practice

   a. ask students why they should count behaviors.

   b. give feedback until all students respond correctly.

5. Model

   a. identify a classroom behavior that you wish to chart (talking out).

   b. describe that behavior in detail and in observable terms (Mike talking in class without raising his hand).

   c. specify a time period in which to count the behavior (Mike talking in class without raising his hand from 10:00 to 10:15).

   d. specify a method of counting and recording the count (Put a tally mark on the board for each occurrence. Keep daily totals on separate card).

   e. have Mike talk in class sometimes raising his hand and sometimes not.

   f. count his talking out behavior with tally marks.

6. Practice

   a. in general terms, give an example of behavior you will perform that students can count, (i.e., "Count how many times I leave my desk").

   b. have each student write out the behavior in specific, observable terms, (i.e., "Mr. Farquat is moving four feet from his desk," "Mr. Farquat getting out of his chair and standing up," etc.).

   c. have each student specify the amount of time they will count.

   d. have each student describe how he will count the behavior.

   e. perform the behavior (getting away from your desk) several times.

   f. have students count the number of times you performed the action as specified in their description.

   g. give feedback until all students come up with an accurate count.

G. Summary

1. when counting a behavior you must first identify the behavior in detailed, observable terms.

2. you must specify the time frame in which you will count.

3. you should make some plan for counting and recording your count.

H. Assignment

1. choose a behavior of a teacher that you wish to count.

2. specify the behavior, the time frame, and the method of counting.

3. count the behavior.

ACTIVITY

A. Discussion

1. behavior can only be counted if it is observable.

2. to count a behavior we must first describe the behavior in such a way that we are sure it can be observed. We must pinpoint the behavior so we know exactly what to look for.

3. once a behavior has been pinpointed (described in observable terms) we can wait for the behavior to occur and then count it.

4. a good way to learn how to pinpoint and count behaviors is to count our behavior.

B. Tallying Inappropriate Behavior

1. have each student pinpoint a behavior which they exhibit and which is inappropriate in school.

2. using the Behavior Tally Sheet fill in the line that says "Behavior" with the pinpointed behavior.

3. have students record the number of times the pinpointed behavior occurs by making a tally mark in the appropriate box. At the end of the day total the tally marks.

4. review the cards each day and make the following points:

   a. we can only count behaviors which are observable and specifically defined.

   b. counting behaviors is one way to keep a record of what we are doing.

   c. keeping a record of our behavior will allow us to see if a behavior is increasing or decreasing.

C. Tally Sheet

BEHAVIOR TALLY SHEET

Name ____________________

Date ____________________

Behavior ____________________

Period ____________________

Mon.	Tues.	Wed.	Thurs.	Fri.

Lesson 13

Materials Needed:
1. copy of worksheet BI 1 for each student.
2. checkers
3. Monopoly

Time Required:
Lesson 45 mins.
Activity 30 mins.

Related Activities:
PS 5, PS 6

A. Objective

1. the student will describe the elements of a plan to change behavior.

B. Introduction

1. the student has now learned all the skills needed to make plan to change a behavior.
2. to increase a behavior he can use reinforcement, verbal and non-verbal.
3. to decrease a behavior he can ignore.
4. to learn how to use these skills and when to use them, he can model the behavior of someone else.
5. this lesson summarizes all of these skills and teachers students the basic elements of a plan for changing behavior.
6. the general structure and content of this plan will be used in the next four lessons as the student actually develops specific plans.

C. Review Assignment

1. have students describe the behavior they chose to count.
2. what problems arose as they tried to count the behavior?
3. why is it important to describe the behavior clearly and in observable terms?

D. Review Previous Lesson:

1. in charting a behavior the first thing to do is describe the behavior in detailed, observable terms.
2. second, you must specify a time frame in which to count the behavior.
3. third, you must decide how you will record the behavior.

E. Discussion

1. in deciding how to go about changing a behavior, we have learned and practiced several skills. In this lesson we will review those skills and then we will learn how to develop a plan to change behavior.
2. to increase a behavior, you use reinforcement. To reinforce a behavior you wait until the behavior occurs and immediately after it occurs you do or say something positive and pleasant to the person who performed the behavior.
3. when using reinforcement it is important that your words (verbal) and your actions (non-verbal) send the same message. If they send different messages your reinforcement will not be understood or accepted.

4. to decrease a behavior you have to withhold reinforcement. You can withhold reinforcement by ignoring the behavior.

5. if you are dealing with an adult who cannot be ignored, just listen quietly and speak calmly. If yo are dealing with physical aggression or another behavior that cannot be tolerated, ask that the behavior be stopped and if it isn't, get help from an adult.

6. you may be unsure about how to use reinforcement or ignoring. You may be unsure about when to use these techniques. One good way of learning these things is by watching another person. By imitating the behavior of a model, you can learn new ways to act.

7. in developing a plan to change a behavior we will use these skills. The first thing to do in developing a plan is to specify the behavior to be changed. As we learned earlier this must be done in detailed, observable terms.

8. the second part of a plan is to determine if the behavior will be increased or decreased.

9. if it is going to be decreased, will another behavior be used to take its place?

10. once we decide on the behavior and what we are going to do with (increase or decrease) we can look to a model to see how the model would act. The model will give us an idea of what to do.

11. if we are going to increase the behavior, we must specify how we will do our reinforcing. What will we say and do? When will we reinforce?

12. if we are going to decrease a behavior, how will we withhold reinforcement? What will we do if we cannot ignore the behavior?

13. next, we should count the behavior for a week's time to see exactly how often it occurs.

14. then, we can set our goal. (Increase the behavior from 10 times per day to 20 times per day, etc.)

15. finally, we implement our plan. During implementation we keep counting the behavior and evaluating the effect of the plan. When our goal is reached our plan has been successful. If after a period of time our goal is not reached we may want to start a new plan.

F. Model and Practice

1. Model
    a. using the worksheet BI 1 for planning a behavior change, plan a behavior change explaining each step as you go along.

2. Practice
    a. have each student complete a worksheet to change a behavior.
    b. give feedback until each student can fill out each step appropriately.

G. Summary

1. in developing a plan to change a behavior, first, describe that behavior in detailed, observable terms.

2. second, decide whether you will increase or decrease the behavior.

3. third, if you will decrease the behavior, decide if you want a new behavior to replace the old one.

4. fourth, identify a model who can deal with the behavior already and describe how and when the model reinforces or ignores the behavior.

5. next, decide on a reinforcement strategy (or ignoring strategy) that you will use. Make plans for what to do if you don't ignore.

6. develop your plan for counting the behavior and for keeping track of it.

7. seventh, count the behavior for a one week period so you have an exact idea of how often it occurs.

8. eighth, set a goal that specifies how often you want the behavior to occur in particular time frame.

9. finally, implement the plan. Keep counting the behavior and after a period of time see if your goal has been met.

H. Assignment

1. fill in a behavior change plan.

ACTIVITY

A. Introduction

1. whenever you have a task to perform it is useful to have a plan.

2. a plan consists of a goal, a strategy, and an evaluation.

3. the goal is what you want to accomplish, the strategy is the means you will use to get there. The evaluation lets you know if you've achieved your goal.

4. in the computer game Pac-Man the goal is to score as many points as you can. (Your specific goal may not be the same as mine because you are a better player than me). The strategy in Pac-Man might be to go right to the power pills and then get the ghosts and the dots. Or you might want to get the dots first and then the pills and then the ghosts. Your strategy and how well you execute it will determine your score. Looking at your score is your evaluation. Either you reached your goal or you did not.

5. just as there are plans for Pac-Man, there are plans for Asteroids, Space Invaders, etc. What is common to all plans are the goal, strategy, and evaluation.

B. Games

1. for each of the following games have students develop different goals and strategies and evaluation methods.

2. have students play the games using their different plans.

3. Checkers

   a. goal: to win
   strategy: don't move men in back row.
   evaluation: count number of men left at end of game.

   b. goal: to jump as many men as possible.
   strategy: jump at every opportunity; set up jumps whenever possible
   evaluation: count number of jumps.

4. Monopoly

   a. goal: buy as many properties as possible.
      strategy: buy everything you land on.
      evaluation: count number of properties.

   b. goal: get as much money as possible.
      strategy: buy Broadway and Park Place and build.
      evaluation: count your money.

5. Tic-Tac-Toe

   a. goal: win
      strategy: go first and put an X in the corners.
      evaluation: look at the board.

   b. goal: tie
      strategy: put an X in the middle and block moves.
      evaluation: look at the board.

C. Discussion

1. different goals call for different strategies.

2. whatever your goal, having a plan can help you achieve it.

D. Optional

1. use the same activities using computer games.

Lesson 14

Materials Needed: 1. copy of worksheet BI 1 for each student.
2. classroom point or token system.

Time Required:
Lesson 45 mins.
Activity 30 mins.

Related Activities:

A. Objective

1. the student will develop and implement a plan to increase a behavior.

B. Introduction

1. this is the first of four lessons in which the student will use the skills he has learned to develop and implement a plan of behavior change.

2. because the lessons require the implementation of the plan, each lesson is an ongoing effort that will not be concluded in any set period of time. Class time should be spent on developing a plan which has a good chance of success.

3. you may introduce each lesson on successive days and have the student work on different plans simultaneously or you may choose to complete one plan before moving on to the next.

4. in this lesson you will develop a plan to increase a behavior. Students will choose a positive behavior in someone that they would like to see occur more often. Help them choose a behavior which can be easily reinforced and increased (saying hello, smiling, etc.).

5. give students enough assitance to set up a reasonable plan and when they implement the plan, make sure they stick to their plan consistently.

C. Review Assignment

1. have students describe their plans.

2. offer suggestions on how to improve the plans.

D. Review Previous Lesson

1. developing a plan to change a behavior entails first, specifying the behavior; second, deciding what to do about the behavior; third, looking to a model for ideas on how to change the behavior; fourth, setting up a reinforcement schedule; fifth, getting a count of frequency and setting a goal; and finally, implementing and evaluating the plan.

E. Discussion

1. we already know how to increase a behavior and how to make a plan to do so. Now we will put together a plan and implement that plan.

2. one of the important aspects of any plan to increase a behavior is deciding on the reinforcement. Make sure you have a variety of positive reinforcers that you can use. Make sure you have a supply of verbal and non-verbal to use over a period of time. If you can't convince the person that your reinforcers are sincere, then your plan will not work.

F. Model and Practice

1. Model

    a. using the behavior change worksheet BI 1, set up a plan to increase a behavior of someone in the class. Make a list of the verbal and non-verbal reinforcers you will use.

2. Practice

    a. have students develop a plan to increase a behavior of someone in school.

    b. have students list the verbal and non-verbal reinforcers they will use.

    c. give feedback to assure that students work on a appropriate behavior. Give feedback to assure that the plan in general and the reinforcers in particular are appropriate.

3. Model

    a. implement your plan.

    b. bring to the attention of students yor use of reinforcers and counting behavior.

4. Practice

    a. have students implement their plan.

    b. give feedback to keep students using their reinforcers consistently.

    c. give feedback to assure that charting is kept up.

G. Summary

1. if you are going to increase a behavior you will need a plan to follow.

2. an important part of that plan is to decide on the reinforcers (verbal and non-verbal) that you will use.

H. Assignment

1. implement the plan.

2. keep a record of the frequency count for each day.

ACTIVITY

A. Introduction

1. the students have learned the skills they need to influence the behavior of others.

2. in the last skill lessons of this unit, the student is given a chance to apply his skills in real situations.

3. this activity lesson tries to make the point that the student's newly developed skills give the student some control over his life by helping him influence the behavior of others.

B. Activity

1. we can influence the behavior of others by controlling the reinforcers they get.

2. normally the reinforcers we use are positive verbal and nonverbal messages of praise.

3. in this classroom one of the reinforcers is our point (token) system.

4. we try to control your behavior by using the points as reinforcers.

5. tell students that today one of them will control the reinforcers, by being in charge of giving out points.

6. emphasize the need to be fair because in the next class, someone else will be awarding the points.

7. go through a class period (or part of it) having a student in charge of awarding points.

C. Discussion

1. how did it make the student feel to be able to decide who got points?

2. what was one of the strongest influences on how the other students behaved?

3. if you do not have control over a point system to influence someone's behavior, what other kinds of reinforcement can you use?

4. can you use reinforcement, modeling, and plans to influence another person's behavior?

5. if you can, then you can control *some* of the things that happen in your life.

6. if you can't, you can learn how to use these things to put some control over your life.

Lesson 15

Materials Needed: 1. copy of worksheet BI 1 for each student.

Time Required:
Lesson 35 mins.
Activity ______

Related Activities:

A. Objective

1. the student will develop and implement a plan to decrease a behavior by withholding reinforcement.

B. Introduction

1. in this lesson students will attempt to decrease a behavior by ignoring that behavior.

2. care should be taken to help students choose a behavior which can be successfully ignored and which will decrease by ignoring it (teasing and name calling on a low level, whining to a brother or sister, shouting to get attention, etc.).

3. an important aspect of a plan to decrease a behavior is to specify how the behavior will be ignored. There should be specific plans for doing so.

4. also important is to be aware that the behavior will increase before it beings to decrease. The student must have available some plan for dealing with the behavior if it increases beyond a tolerable level.

C. Review Assignment

1. have students report the status of their plans to increase a behavior.

2. solicit suggestions for making the plans more effective.

D. Review Previous Lesson

1. in attempting to increase a behavior it is important to spell out exactly what reinforcers (verbal and non-verbal) you will be using.

E. Discussion

1. to decrease a behavior you must withhold reinforcement. One way of doing so is to ignore the behavior.

2. when developing a plan to decrease a behavior by ignoring it, the most important thing to consider is whether or not you can really ignore the behavior over a long period of time. If you cannot ignore the behavior completely and consistently then you will have to use another behavior change strategy.

3. another thing that you must include in your plan is what you will do if you suddenly find that you can no longer tolerate the behavior. You should develop some alternatives if the behavior becomes intolerable.

4. finally, you should be aware of the fact that when you first begin to ignore a behavior, its frequency will probably increase. Only after it has been ignored for some time will it begin to decrease.

F. Model and Practice

1. Model

   a. using the behavior change worksheet BI 1, set up a plan to increase a behavior of someing in class.

   b. describe exactly how you will ignore the behavior.

   c. if another behavior will replace the decreased behavior, specify that behavior.

   d. include a strategy of what you will do if you cannot tolerate the behavior any longer.

2. Practice

   a. have students develop a plan to decrease a behavior.

   b. give feedback so all students work on a behavior that can be decreased by ignoring.

   c. give feedback so all students describe appropriate ways of ignoring.

   d. give feedback until all students have an appropriate plan for dealing with the behaviors if it becomes intolerable.

3. Model

   a. implement your plan.

   b. bring to students' attention your use of ignoring.

4. Practice

   a. have students implement their plans.

   b. give feedback to encourage students to ignore completely and consistently.

   c. give feedback to assure that students keep charting the behavior.

G. Summary

1. you can decrease a behavior by not reinforcing that behavior when it occurs.

2. if you are going to try to decrease a behavior by ignoring it, then you can prepare yourself by making up a plan of what you will do when the behavior occurs.

H. Assignment

1. students should implement their plans to decrease a behavior.

2. have students keep a record of what heppens each time they ignore a behavior.

Lesson 16

Materials Needed:	1. copy of worksheet BI 1 for each student.		
Time Required:		Related Activities:	
Lesson	45 mins.		
Activity			

A. Objective

1. the student will develop and implement a plan to decrease a behavior that cannot be ignored.

B. Introduction

1. in developing a plan to decrease a behavior that cannot be ignored, the student will have to consider several different situations.
2. first, in dealing with an adult who demands attention, the students' plans will generally be to listen to what the adult has to say and then answer calmly in an attempt to settle the problem.
3. with physical aggression or with a behavior that the student cannot tolerate, the first step of the plan will be to ask that the behavior stop. If that doesn't work it is probably wise to seek assistance from someone else.
4. while these general plans the student should realize that the implementation of the plan must await the occurrence of the target behavior. When the behavior occurs, the plan is implemented. By planning ahead, the student will be ready with a reasoned response.

C. Review Assignment:

1. have students report on the status of their plans to decrease a behavior.
2. solicit suggestions for making the plans more effective.

D. Review Previous Lesson

1. when decreasing a behavior, make sure you can ignore the behavior completely and consistently.

E. Discussion:

1. when you are attempting to decrease a behavior that cannot be ignored, you must be very sure of what you are doing.
2. in your plan for dealing with an adult who demands your attention, remember to listen quietly and speak calmly.
3. if you must deal with physical aggression or with some behavior that you know you cannot tolerate, first ask that the behavior be stopped and if that doesn't work get someone with authority to ask for you.
4. when you implement a plan like this you probably will not be working on it continuously as you do with other plans. Most likely you will just have the plan ready and then when the target behavior occurs, you will use your plan. Hopefully, you will only have to use it once.

F. Model and Practice

1. Model
   a. develop a plan to decrease a behavior that cannot be ignored (i.e., fighting in class).
   b. include in your plan that you will first ask the student involved not to fight. If fighting occurs, you will then have the principal handle the problem.
2. Practice
   a. have students develop a plan for a behavior that cannot be ignored.
   b. give feedback until all students develop a plan with appropriate contingencies.
3. Model
   a. implement your plan as needed.
   b. discuss the results of your plan after implemented.
4. Practice
   a. have students implement their plans when needed.
   b. discuss effectiveness of plans.

G. Summary

1. in situations where you cannot ignore a behavior, you must develop a plan ahead of time.
2. by being prepared, you can deal with the behavior rationally.

H. Assignment

1. implement the plan as needed.

Lesson 17

Materials Needed: 1. copy of worksheet BI 1 for each student.

Time Required: Related Activities:
Lesson 45 mins.
Activity ____________

A. Objective

1. the student will develop and implement a plan to change his own behavior.

B. Introduction

1. in this lesson students will develop a plan to increase or decrease one of their own behaviors.
2. they will look at the behavior change plan they developed in the first lesson and they will see where improvements could be made.
3. there should be an emphasis in this lesson that the principles taught in this unit can be applied by an individual to himself. He can reinforce himself to increase a desired behavior and he can withhold reinforcement to decrease a behavior.

C. Review Assignment

1. have students describe what happened when they implemented their plans to decrease a behavior that could not be ignored.
2. offer suggestions for developing new plans for similar situations.

D. Review Previous Lesson

1. in planning for a behavior that cannot be ignored, develop a strategy that can be implemented whenever the occasion arises.
2. by being prepared, you can deal with the behavior rationally and your chances of success increase.

E. Discussion

1. when you reinforce a person for behaving in a certain way, you make them feel good.
2. when you ignore an annoying behavior by not paying attention to it, you do not make the person feel good.
3. if you want to increase or decrease a behavior of your own, you can use these same principles.
4. if you want to increase the amount of time you spend studying, give yourself some reward for studying longer and you will reinforce your study behavior.
5. by withholding a reward from yourself, you will decrease the behavior.
6. in addition to reinforcement, you can base your behavior on the behavior of a model. By doing so you can also change your behavior.
7. if you really want to change your behavior, set up a plan and implement it.

F. Model and Practice

1. Model
    a. develop a plan to change one of your own behaviors (i.e., stop smoking).
    b. set up the plan to include reinforcers, ignoring, modeling, etc.
2. Practice
    a. have students develop a plan to change one of their behaviors.
    b. give feedback until all plans include reinforcement or ignoring strategies, a model, etc.
3. Model
    a. implement your plan.
    b. bring to the attention of the students how you are recording your behavior, how you are reinforcing your behavior, how you look to your model for encouragement.
4. Practice
    a. have students implement their plans.
    b. give feedback to provide encouragement and support in counting, reinforcing, and modeling the behavior.

G. Summary

1. to change your own behavior, you need a plan which is based on all the principles that have been used in the other types of plans.

H. Assignment

1. implement the plan for a personal behavior change.

Lesson 18

Materials Needed: 1. copy of worksheet BI 1 for each student.		
Time Required:		Related Activities:
Lesson	45 mins.	
Activity		

A. Objective

1. the student will describe the relationship between his behavior and the behavior of others.

B. Introduction

1. in this concluding lesson the relationship between how we behave and how others behave towards us is described.

2. the point to be made is this: When we behave in a positive, pleasant manner other people feel good. This is the reinforcement these people need to act in a positive, pleasant manner towards us.

3. when we behave unpleasantly, we cause people to feel unpleasant so they have no reinforcement to act nicely towards us.

C. Review Assignment

1. have students describe the status of the personal behavior change plan.

2. offer suggestions for improving plans.

D. Review Previous Lesson

1. if we wish to change our own behavior we must develop a plan using the principles of reinforcement, ignoring, and modeling, that were used in other behavior change plans.

E. Discussion

1. in this unit we have learned how to influence both our own behavior and the behavior of others.

2. by altering our own behavior using reinforcement and ignoring, we can change the way people act.

3. the reinforcers make people feel good when they are with us and this positive feeling is translated into positive behaviors.

4. when people are not reinforced for a behavior, they have no reason to continue the behavior.

5. behavior and feelings are closely related. By changing our behavior, we can change how people feel. By changing how they feel, we can change how they will act.

F. Model and Practice

1. Model

    a. review all of your behavior change plans from previous lessons.

    b. explain how your use of reinforcement and ignoring affected how people felt about you.

    c. describe how those feelings affected behavior.

2. Practice

    a. have students describe their behavior change plans, their use of reinforcement and ignoring, and the effect of these strategies on feelings and behaviors.

    b. give feedback until all students describe the relationship between their behavior, and the feelings and behaviors of others.

G. Summary

1. our behavior affects the feelings of others and their feelings affect their behavior.

Parent Newsletters

Introduction

These newsletters are designed to introduce the MARC Project to parents. There are a total of ten newsletters. The first is an introduction to the curriculum and the last provides a summary. Two newsletters have been developed for each of the four units in the curriculum: self-control, problem-solving, communication, and behavioral interactions. The newsletters should be copied and sent out to parents once a month. The first newsletter sent should be the introduction (#1), and the last newsletter sent should be the summary (#10). Send the other newsletters when appropriate (i.e., send newsletters #2 and #3 while you are using the Self-Control Unit).

The newsletters described in fairly simple terms some of the basic concepts of each of the units. For example, Newsletter #8, on Behavioral Interactions describes how parents can develop a simple behavior contract with their children. There is also an illustration of the use of ignoring to extinguish a behavior. Each of the newsletters uses illustrations such as this to make a point about the curriculum and to give parents some ideas about how they might work with their children.

The newsletters each have three pages: a title page, a page of text, and a full page illustration. In addition, there is a final page (at the end of this appendix) that you can use to address your newsletters and add any additional information that you feel is relevant to your class and to your students. The newsletters are a way of generating interest and support among parents by letting them know what is going on in your class. By personalizing each newsletter, you can increase this sense of involvment.

MARC MESSENGER

WORKING TOGETHER TO INCREASE SUCCESSFUL SOCIAL AND EMOTIONAL GROWTH

- **Success Through Marc**
- **Solutions For Success**
- **Skills For Success**
- **Components of Marc**

SUCCESS THROUGH MARC

MARC will make an important mark in your life and the life of your son or daughter. MARC means MODEL AFFECTIVE RESOURCE CURRICULUM. It is a program for junior and senior high school students who need to learn new ways to deal with their feelings and behaviors.

We believe that the way we talk and act toward others is learned. If the way we talk and act causes problems for us we can learn new ways to behave.

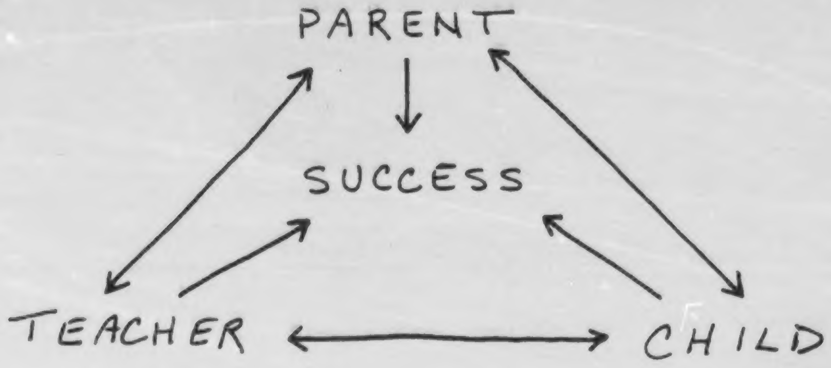
MARC teaches students new ways to:

(1) control their behavior
(2) solve problems
(3) communicate with others
(4) get along with others

Through the MARC MESSENGER we will let you know about these new ways. Your children and their teachers will be learning new ways of working with others.

LEARN WITH US!

SOLUTIONS FOR SUCESS



As a parent, you are the most important influence in your child's life.

That is a heavy thought. Teachers and friends will have some impact on your teenager, but in the long run **you** are the one who will do the most.

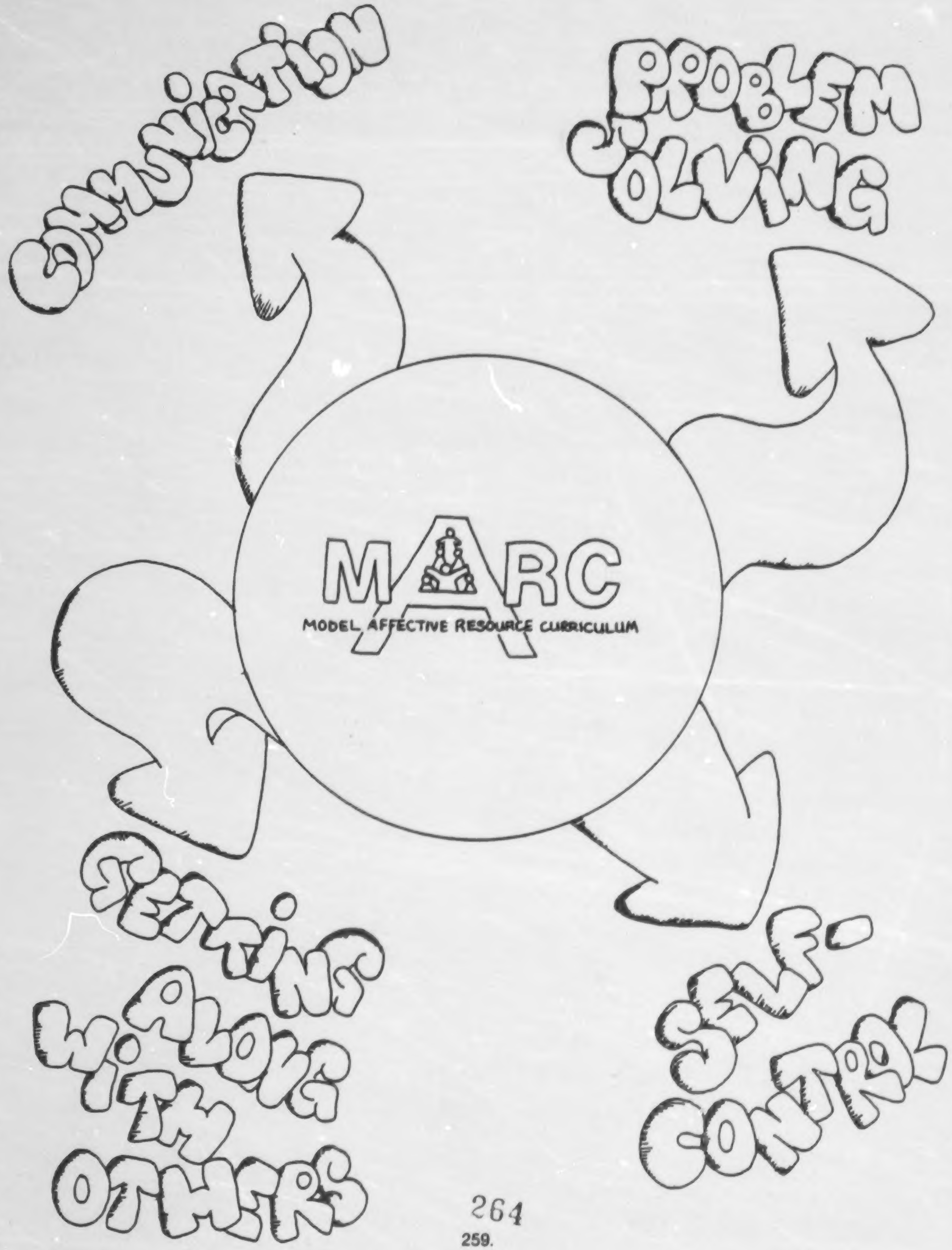
It would be terrific if we were all born with the knowledge of how to raise the perfect child, but no one is that smart. We usually have to rely on the way our parents raised us. If that doesn't work, we go to the trial and error method.

This does not always work. Everyone is different. A method that works with one son or daughter may not work with another. And so, our never-ending battle goes on. Every child is different. To be successful, parents and teachers must work together to find solutions which work for each individual.

Special teachers have been trained to deal with almost every problem that can arise in a teenager's life. If parents and teachers work together, problems can be dealt with and perhaps solved.

SKILLS FOR SUCCESS

1. **Show interest in things your child enjoys (movies, ballgame, shopping).**
2. **Be patient. Change takes time and comes in steps.**
3. **Trust your child. Give him responsibilities which you know he can do without you around.**
4. **Look for good things your child does. Let him know that you noticed.**


COMMUNICATION
PROBLEM SOLVING
MARC
MODEL AFFECTIVE RESOURCE CURRICULUM
GETTING ALONG WITH OTHERS
SELF-CONTROL

MARC MESSENGER

WORKING TOGETHER TO INCREASE SUCCESSFUL SOCIAL AND EMOTIONAL GROWTH

- **Success With Self Control**
- **In Class**
- **Skills For Success**
- **Solutions For Success**
- **Accept All Feelings**

Success With Self-Control

One of the four areas of MARC is Self-Control. Self-control is the ability to think before acting in times of stress. It is important because it gives us a sense of responsibility for the things we do. Great stress can keep us from thinking clearly. When we are not thinking clearly, we often do things we regret later.

This unit helps students identify feelings that are hard to control. It teaches them ways to express and act out those feelings. Most of all, it teaches them to "think before acting."

Self-control can be learned, but it takes practice .....at home and at school.

IN CLASS

Students are learning how to look at themselves and see ways they get "out of control". A first in using self control is learning signs of strong feelings. In class we've talked about (1) fast heartbeat, (2) tight muscles, (3) fast breathing, (4) facial expressions, (5) loud voices, (6) blushing, and (7) sweating. When we realize we are having strong feelings, we must STOP and THINK. This delays us from getting out of control. We must think, "I have to STOP everything and figure this out."

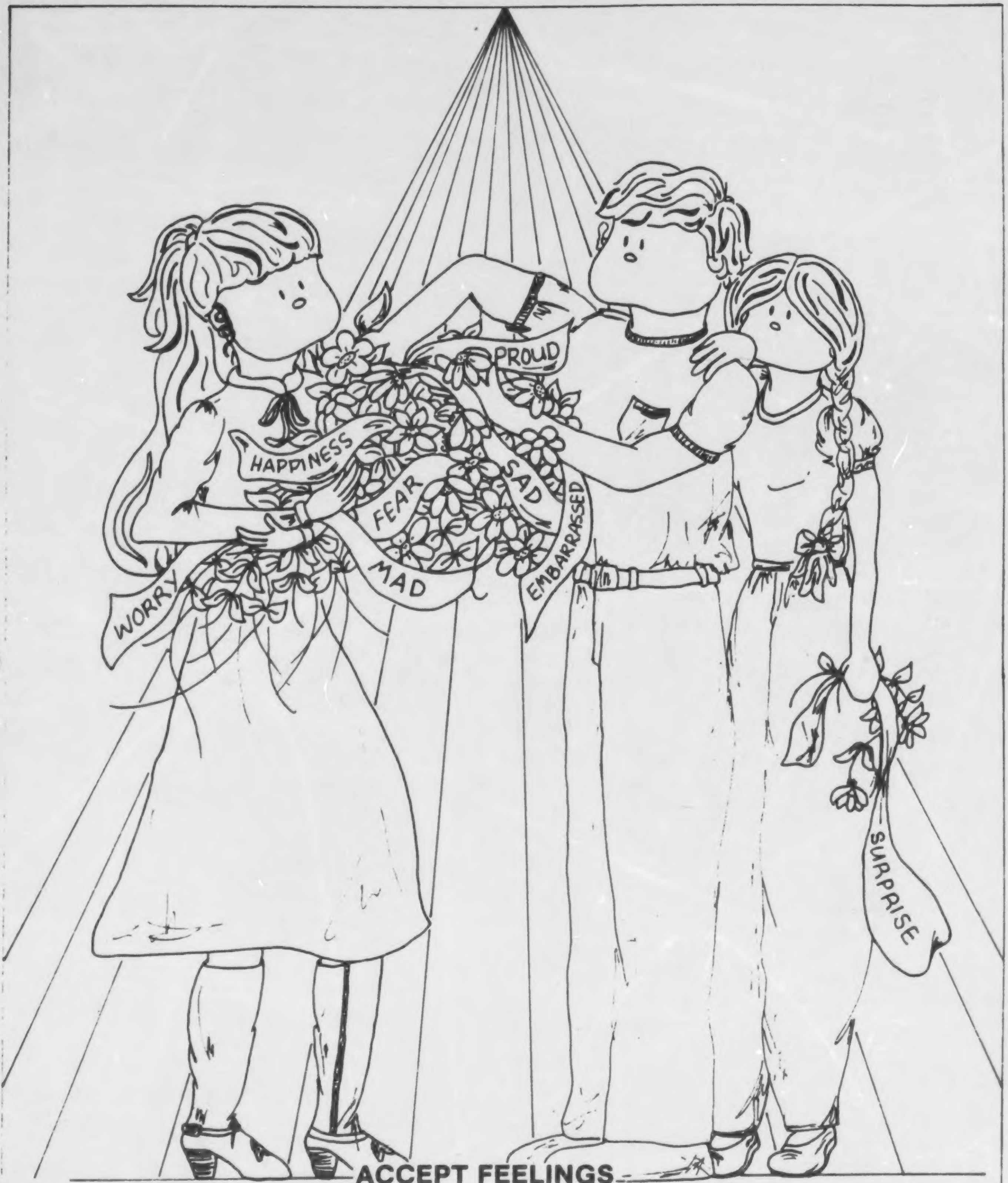
SKILLS FOR SUCCESS

Feelings and behaviors are closely related. How we feel affects how we behave. Feelings cannot be seen, heard, nor touched. Behaviors can be seen, heard, or felt. When dealing with a child who is out of control, it is important to understand the difference between feelings and behaviors. One way we can tell the difference between feelings and behavior is to remember you can take pictures of behaviors, but you can't take pictures of feelings.

FEELINGS	BEHAVIOR (ACTING)
anger	yelling
love	hugging
cold	shivering

SOLUTIONS FOR SUCCESS

When people experience strong feelings they cannot listen to others easily. They cannot accept advice or criticism. Everyone wants to be understood first. It is important to talk to someone who is upset in a way that: (1) protects how that person feels about himself, (2) shows understanding, and (3) listens to what they are feeling. Look for situations that you can discuss feelings with your child, such as dating, money, brothers, sisters, etc.


PROUD
HAPPINESS
SAD
FEAR
EMBARRASSED
MAD
WORRY
SURPRISE

ACCEPT FEELINGS

Feelings are a part of being a human being. We must learn to accept our feelings and we must learn to deal with them so that they do not lead to behaviors which will get us in trouble. By controlling our feelings and our behavior when we are angry or upset, we will be showing our children how they can deal with the strong feelings they experience.

MARC MESSENGER

WORKING TOGETHER TO INCREASE SUCCESSFUL SOCIAL AND EMOTIONAL GROWTH

- **Success Through Self-Control**
- **Coping With Feelings**
- **Building Skills For Success**
- **START**

Success With Self-Control

In our last issue we introduced the unit on Self-Control. The highlights were recognizing strong feelings (fear) and the signs of strong feelings (sweaty palms). In this issue we are going to discuss the MARC way of teaching self-control. It is called the S-T-A-R-T procedure:

STOP: stop everything when you identify strong feelings.

TELL YOURSELF: calm down.

ASK YOURSELF: what's going on?
Do I want this to happen?

RELAX: relax your body.

TELL YOURSELF: "solve the problem."

The purpose of the S-T-A-R-T procedure is to "delay action" and give us time to STOP and THINK.

COPING WITH FEELING

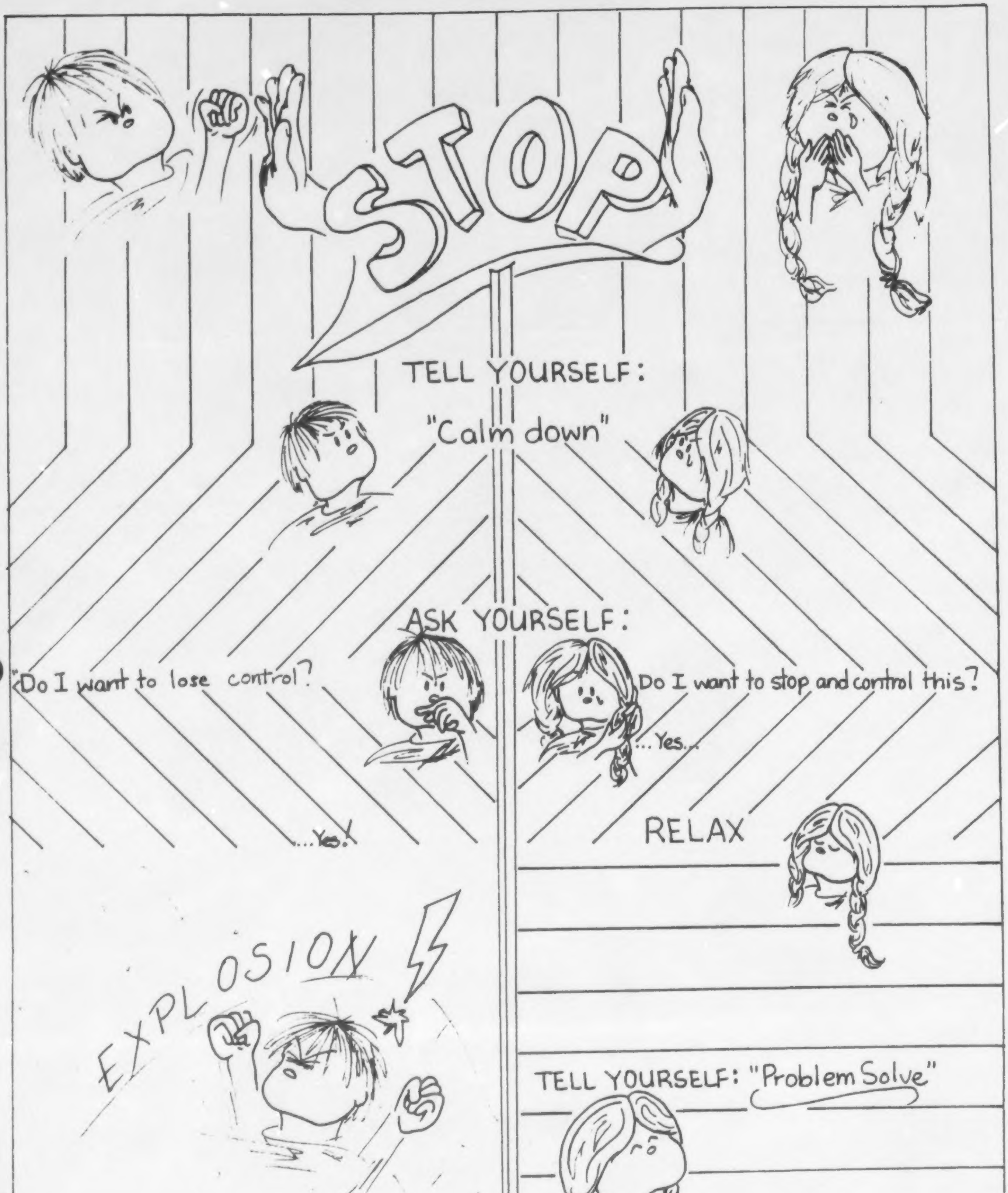
Below is a list of behaviors that are common among children with problem behaviors. Across from the behaviors is a list of feelings a child might be feeling if he behaves a certain way. Remember, BEHAVIORS REFLECT HOW WE FEEL!

BEHAVIOR	FEELING
Arguing, Talking Back	Anger, Resentment, Hostility
Striking back, Fighting back	Frustration, Hatred
Lying, Sneaking, Hiding Feelings	Embarassed
Blaming others, Tattling	Fear
Cheating, Copying, Lying	Not good enough about self
Bossing, Bullying, Pushing others around	Unhappiness, Sadness, Depressed
Needing to win, Hating to lose	Bitterness, Getting back, Competitiveness
Teacher's Pet, Buckling under	Impotence, Immobility
Withdrawing	Fear, Not good enough

BUILDING SKILLS FOR SUCCESS

Below are some suggestions for helping your child control his behavior when upset.

1. Move close to the upset person. This is a quiet way of letting them know that you care.
2. Sometimes humor eases tension. Avoid humor that makes fun of a person.
3. Talk about feelings honestly. Encourage the child to express his feelings. Don't use statements like "You shouldn't feel that way."
4. Remember: ACTIONS SPEAK LOUDER THAN WORDS.


STOP
TELL YOURSELF:
"Calm down"
ASK YOURSELF:
"Do I want to lose control?
...Yes!
Do I want to stop and control this?
...Yes...
RELAX
EXPLOSION
TELL YOURSELF: "Problem Solve"

MARC MESSENGER

WORKING TOGETHER TO INCREASE SUCCESSFUL SOCIAL AND EMOTIONAL GROWTH

- **Success With Problem Solving**
- **MARC Motives**
- **Shaping**
- **Steps To Problem Solving**

Success With Problem Solving

One of the four areas of MARC is Problem Solving. Problem solving is the process of looking at a problem for the purpose of finding a good solution.

The "problems" we will look at are not math problems, but the kinds of problems we have with other people. These are called social problems.

Social problem solving is an important part of everyone's life. When one can take a part in solving problems he will feel better about himself.

Most people learn to solve problems as a normal part of their life development. Some people, however, have not learned these skills and instead choose to fight, blame others, or run away. The purpose of MARC's Problem Solving unit is to teach these skills.

MARC MOTIVES

There are a number of reasons for learning how to use problem solving:

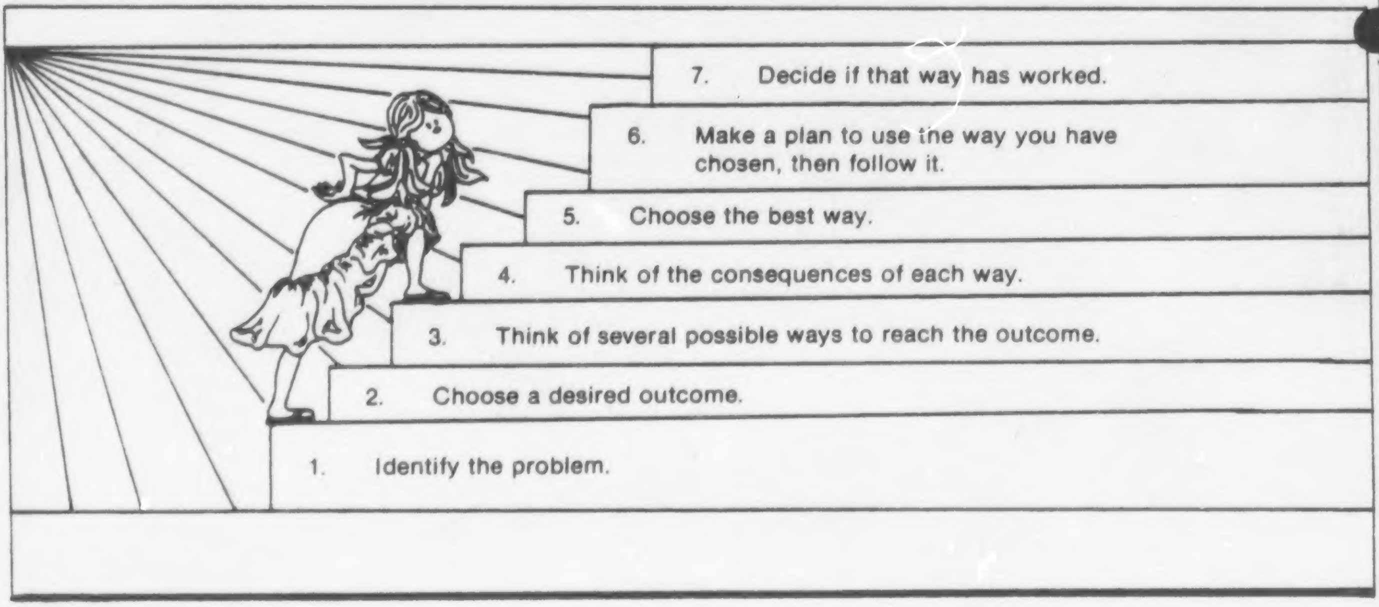
1. It lets us decide on how we would like a problem to be solved instead of leaving it to someone else.
2. It lets us choose the solution that is best for us.
3. It lets us solve problems without making trouble for ourselves.
4. It helps us get along better with friends and teachers because we can solve problems in a way that is not offensive.

SHARING

A necessary skill in problem solving is to learn how to work as a group to solve a common problem. Sharing ideas and listening to one another is important. Your child worked as part of a group to solve the following riddles. Now it's your turn! With your family together as a group, try to figure out these riddles. Your child will answer any questions, but he can only say, "yes," "no," "wrong track," or "important question." Remember to take turns talking so everyone will be heard
Have Fun!

1. A man walked into a bar in New York and asked the bartender for a glass of water. The bartender reached under the counter and pulled a gun on the man. the man quickly said, "Thank you," and walked out. Explain why this happened.
2. A man lived on the eighth floor of an apartment building five blocks away from where he worked. Each morning he got in the elevator, rode down to the first floor and went to work. Each evening he came home, got in the elevator and pressed the sixth floor button. He got off on the sixth floor and walked two flights up to his apartment. Why?

The solutions to the above riddles will be in the next issue of MARC Messenger.



7. Decide if that way has worked.

6. Make a plan to use the way you have chosen, then follow it.

5. Choose the best way.

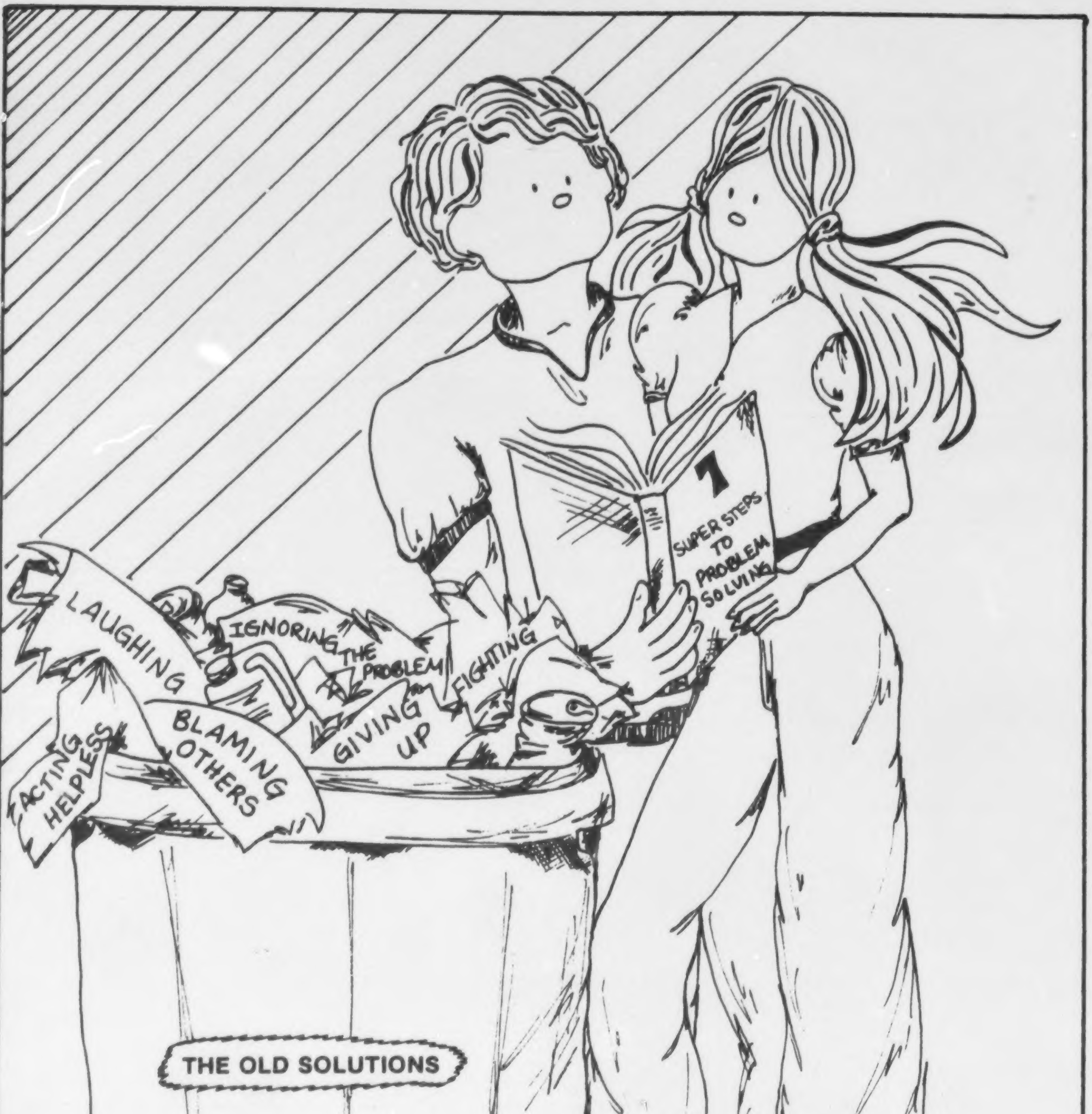
4. Think of the consequences of each way.

3. Think of several possible ways to reach the outcome.

2. Choose a desired outcome.

1. Identify the problem.

7 SUPER STEPS TO PROBLEM SOLVING


LAUGHING
IGNORING THE PROBLEM
FIGHTING
GIVING UP
BLAMING OTHERS
ACTING HELPLESS
7 SUPER STEPS TO PROBLEM SOLVING
THE OLD SOLUTIONS

MARC MESSENGER

WORKING TOGETHER TO INCREASE SUCCESSFUL SOCIAL AND EMOTIONAL GROWTH

- Success With Problem Solving
- Sharing
- Problem Preventer
- Riddle Answers
- Setting Limits

Success Through Problem Solving

What happens around your house when there is a problem? You may have noticed that you or your child may use a few different ways to handle problems.

One of the ways of dealing with a problem may be to get really mad and do something without thinking first. Another way is to give up on solving a problem before even giving it a try. Sometimes laughing and joking about it makes it seem as if there really isn't a problem. Blaming others gives your problem to someone else.

Can you remember using any one of these ways of dealing with a problem? If so, you probably didn't feel very good about the way it was handled. Or someone else may not have felt very good about it. MARC is teaching your child new ways to solve problems.

SHARING

Did you have fun solving the riddles in the last issue of MARC MESSENGER? Here are more for you and your family to try. Remember to give everyone a chance to be heard.

1. A man died in his car from a gunshot wound. The gun was fired from outside of the car. The windows were rolled up, the doors where locked, but there were no bullet holes in the car. How was he shot?

2. A man and his son were involved in a car accident. The father was killed and the son was critically injured. The son was taken to a hospital and prepared for surgery. The surgeon came into the operating room and said, "I can't operate. This is my son." Explain the relationship.

The solutions to the above riddles are below.

PROBLEM PREVENTER

Sit down with your child and come up with ways to deal with these issues that make both of you happy. The following is a list of conflicts that you may have at home. The child will feel as if he has had a part in making the decision and is more likely to stick with it.

Cleaning up room
Allowance
Meal time
Bed time
Using the car
Having friends over
Using the phone

You will probably think of a few more!

RIDDLE ANSWERS

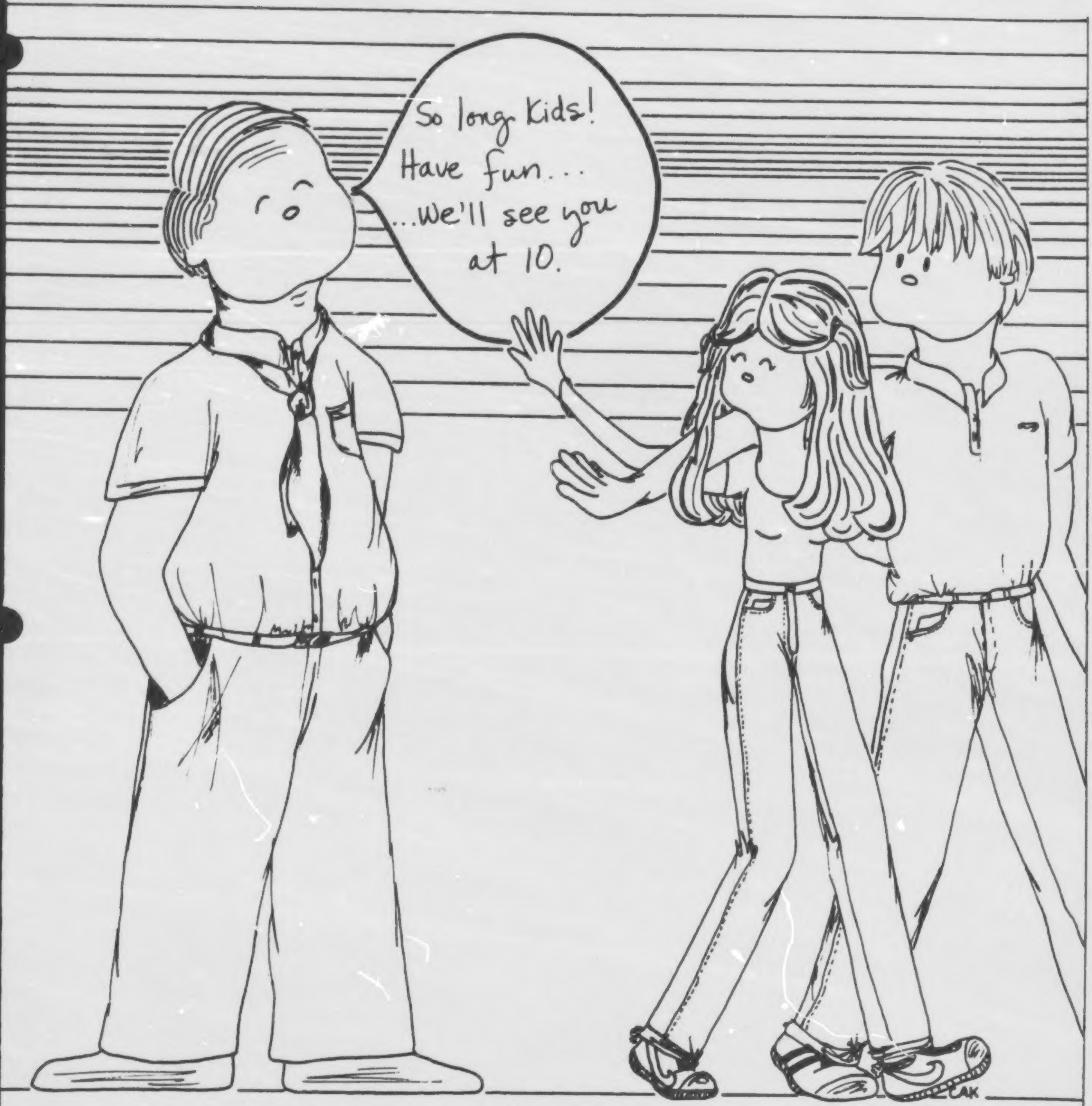
Just in case you gave up, here are the answers to the riddles from this issue and the last issue of MARC MESSENGER.

Last issue:

1. The man had hiccups so the bartender scared him.
2. The man was a midget and couldn't reach any higher than the sixth floor button.

This issue:

1. The man was in a convertible.
2. The surgeon was the boy's mother.


So long Kids! Have fun... ...We'll see you at 10.
CAK

SETTING LIMITS

State limits that you give to your child in the nicest way you can. Too often limits sound like punishments. For example, say, "Have a good time . . . we'll see you at 10 o'clock," instead of, "You'd better be in by 10 o'clock or else!"

MARC MESSENGER

WORKING TOGETHER TO INCREASE SUCCESSFUL SOCIAL AND EMOTIONAL GROWTH

- **Success Through Communication**
- **Good Listening**
- **Poor Listening**
- **Overloading**

Success Through Communication

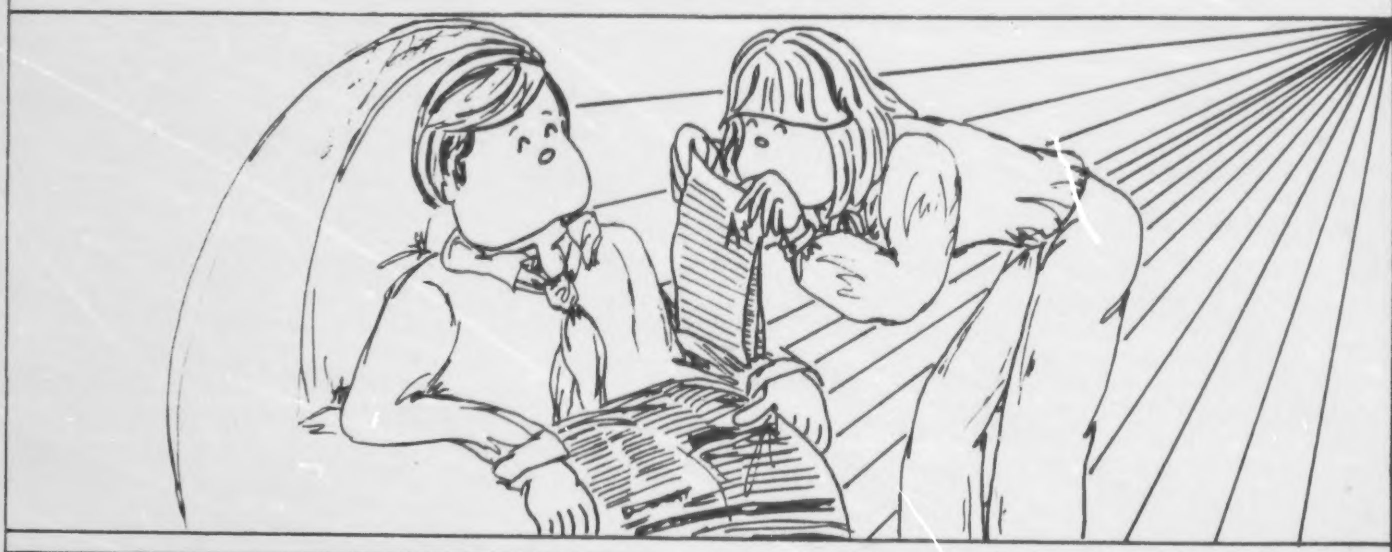
Communication is telling other people what we think or feel and listening to others to find out what they think or feel. It is important because it lets us make known thoughts and feelings which are otherwise private.

One way in which we tell other people what we think is by using words. Another way is with actions.

We listen to what someone is saying to discover what they want us to know. To find out what someone is trying to tell us, we must listen carefully and ask questions if we do not understand. If we listen well we will understand better the people we meet and we will not cause trouble as a result of some misunderstanding.

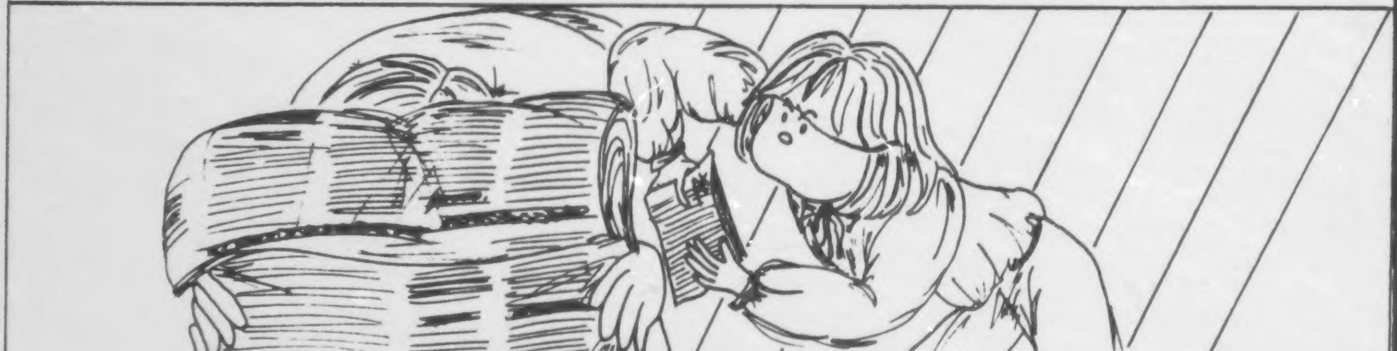
GOOD LISTENING

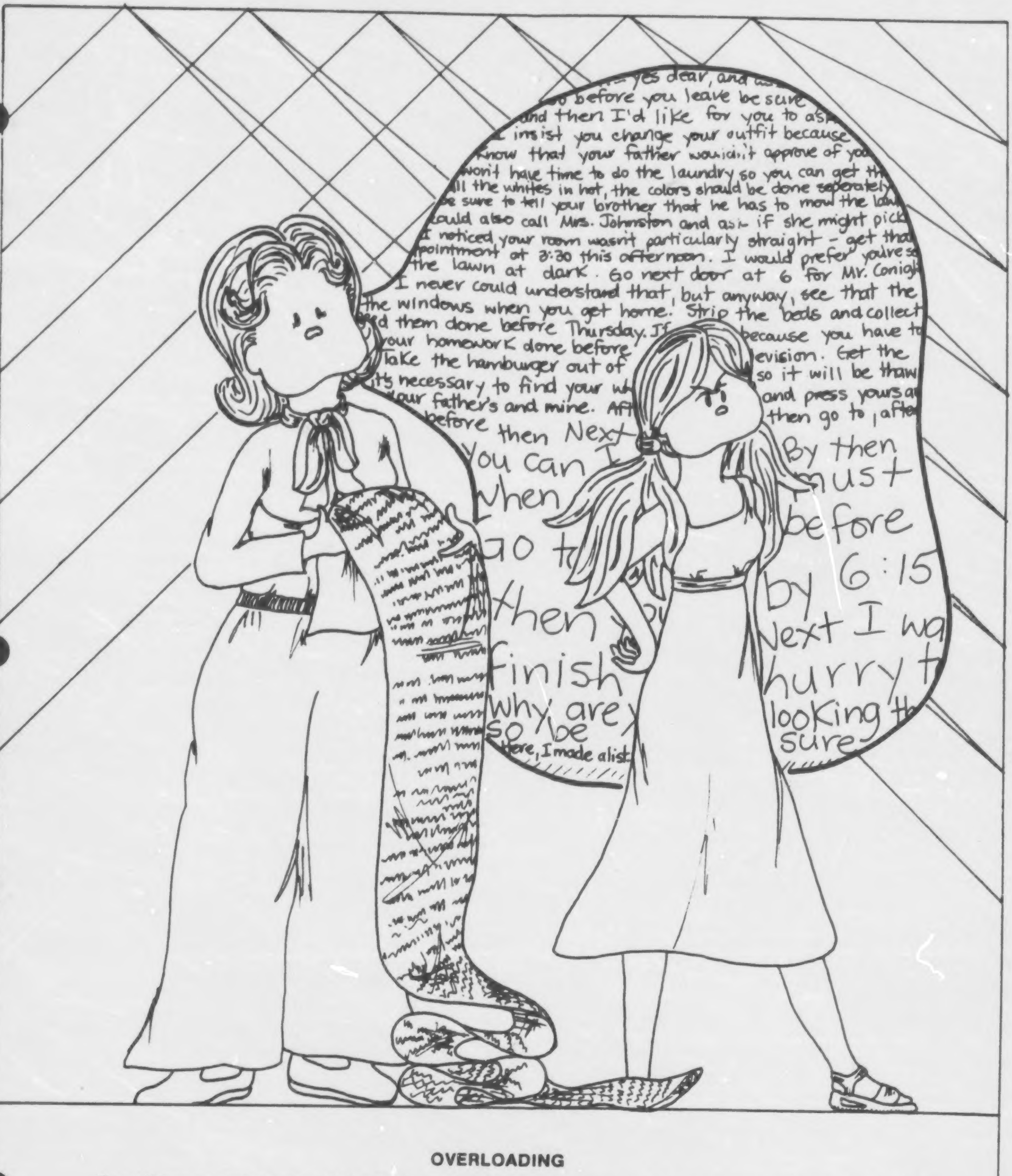
Good listening is not just hearing what someone says, but it is also doing things that show we are listening. Some ways we can show we care are by using eye-contact, facing the child, gently touching, nodding the head, smiling, and hugging.



POOR LISTENING

Poor listening isn't just not hearing, but also showing with your body that you don't care about what is being said. Some examples of poor listening are frowning, looking away, turning away, shaking head, letting out breath, tightening jaw, and pushing child away.




yes dear, and
before you leave be sure
and then I'd like for you to as
insist you change your outfit because
know that your father wouldn't approve of yo
won't have time to do the laundry so you can get th
all the whites in hot, the colors should be done seperately
be sure to tell your brother that he has to mow the law
could also call Mrs. Johnston and ask if she might pick
I noticed your room wasn't particularly straight - get tha
pointment at 3:30 this afternoon. I would prefer you're s
the lawn at dark. Go next door at 6 for Mr. Conigh
I never could understand that, but anyway, see that the
the windows when you get home. Strip the beds and collect
ed them done before Thursday. If because you have to
your homework done before evision. Get the
Take the hamburger out of so it will be thaw
it's necessary to find your wh and press yours a
your father's and mine. Aft then go to, afte
before then Next
You can I By then
When must
go to before
by 6:15
then y Next I wa
finish hurry t
why are y looking th
so be sure
Here, I made a list.

OVERLOADING

Sometimes our messages are too long and too fast for a child to follow. Keep your messages short and to the point, say them in a normal speaking voice and at a normal rate of speed.

VII

MARC MESSENGER

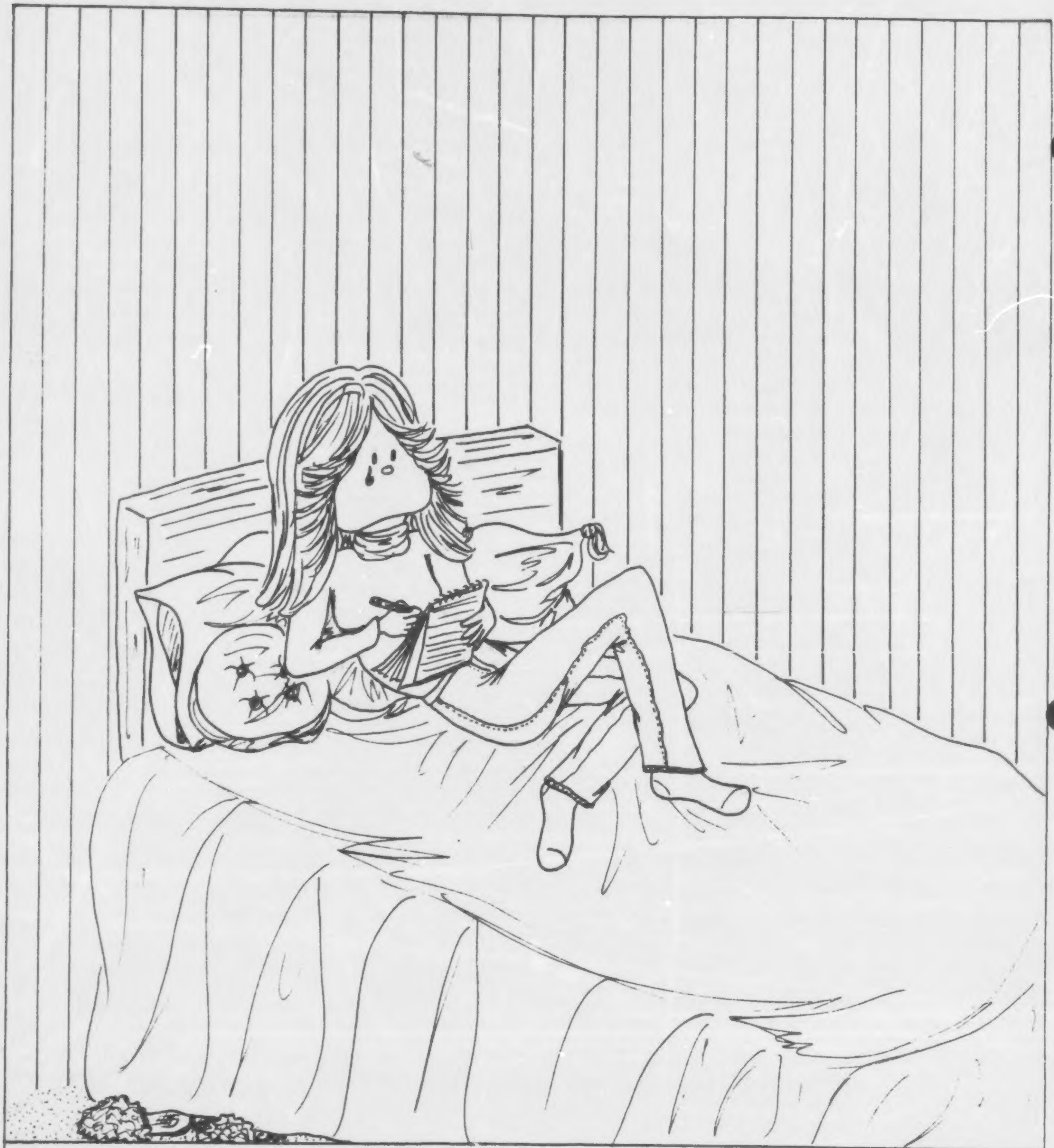
WORKING TOGETHER TO INCREASE · SUCCESSFUL SOCIAL AND EMOTIONAL GROWTH

- **Success Through Communication**
- **A Child's Space**
- **Road To Communication**

Success Through Communication

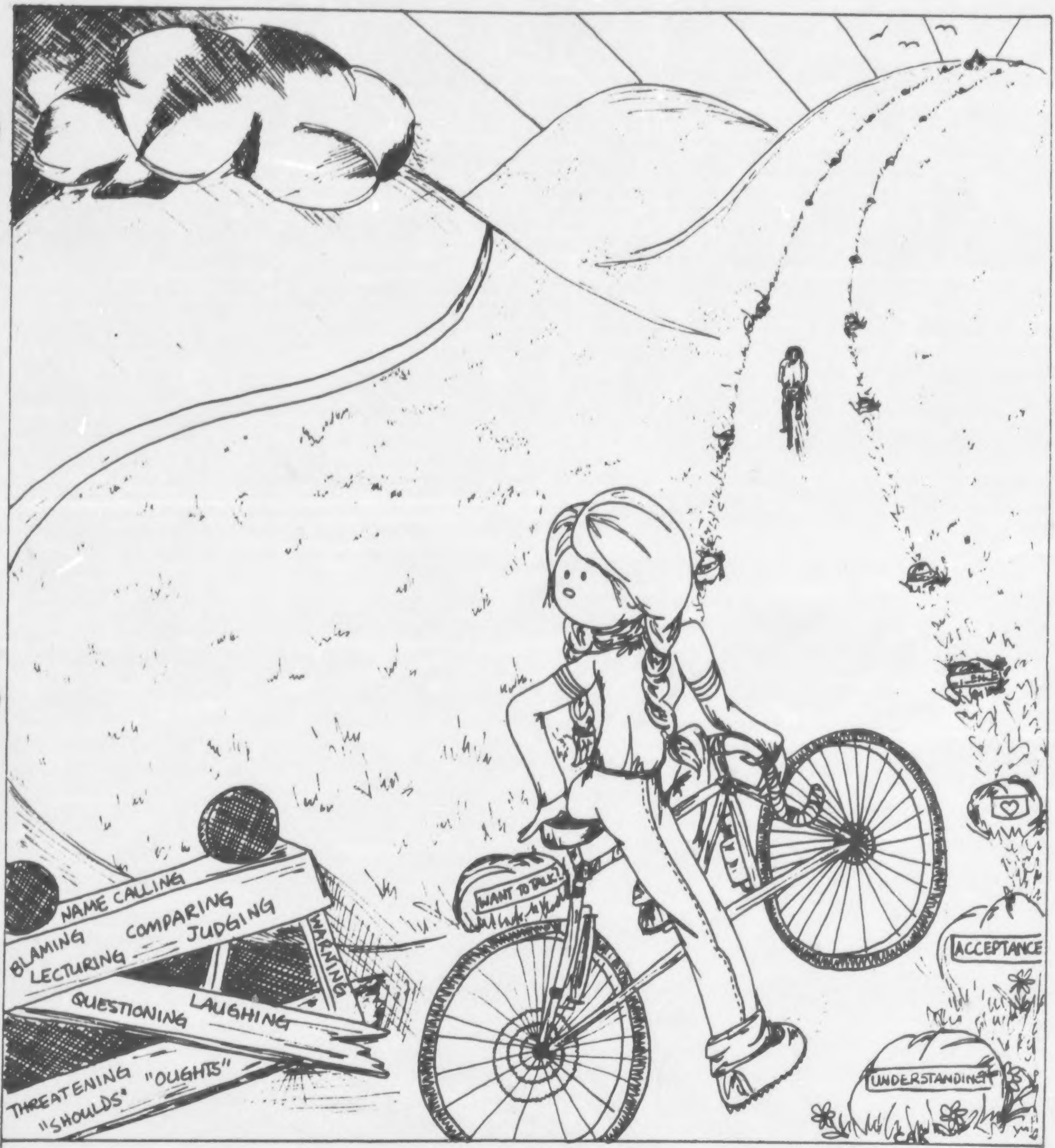
One way communication happens is by listening. When a child talks to his parent, it is because he needs something, he is upset, or he has a feeling about something.

The way a parent can be sure that he understands what that child needs is by repeating what the child says. For example, the child says, "I hate Jimmy. He didn't invite me to his party." The parent says, "Sounds like you're angry with Jimmy because he didn't invite you." And the child says, "I sure am!" This gives the chance to correct any misunderstanding about the message. The parent does not tell the child any feelings of his own. He only feeds back the child's message. This is called active listening.



A CHILD'S SPACE

There are times when your child may not want to talk about his feelings. He may need some space and privacy. If it is very painful for him, he may even want to write it down instead of talking about it.


NAME CALLING
BLAMING
COMPARING
JUDGING
LECTURING
WARNING
QUESTIONING
LAUGHING
THREATENING
"SHOULDS"
"OUGHTS"
WANT TO TALK
ACCEPTANCE
UNDERSTANDING
CAR

THE ROAD TO COMMUNICATION

Learn to listen, accept, and understand what people are trying to tell you. The Road to Communication is often blocked by lecturing, teasing, threatening, and blaming. Try to avoid these roadblocks and keep the paths of communication open.

VIII

MARC MESSENGER

WORKING TOGETHER TO INCREASE SUCCESSFUL SOCIAL AND EMOTIONAL GROWTH

- **Success Through Behavior Interactions**
- **Sharing**
- **Punishment vs Praise**
- **Ignoring**

Success Through Behavior Interactions

One of the four areas of MARC deals with the way we talk to and behave toward others. People know us by what they see us do or hear us say. The way we behave strongly affects what way we feel about ourselves and the way others feel about us.

Students with problem behaviors often behave in ways that increase bad behavior and decrease good behavior. When these students come in contact with people, the people often feel "turned off" and act unfriendly toward them. These students may feel they have lost control of how others act toward them and begin to give up.

In this unit we are learning new ways to change problem behaviors.

SHARING

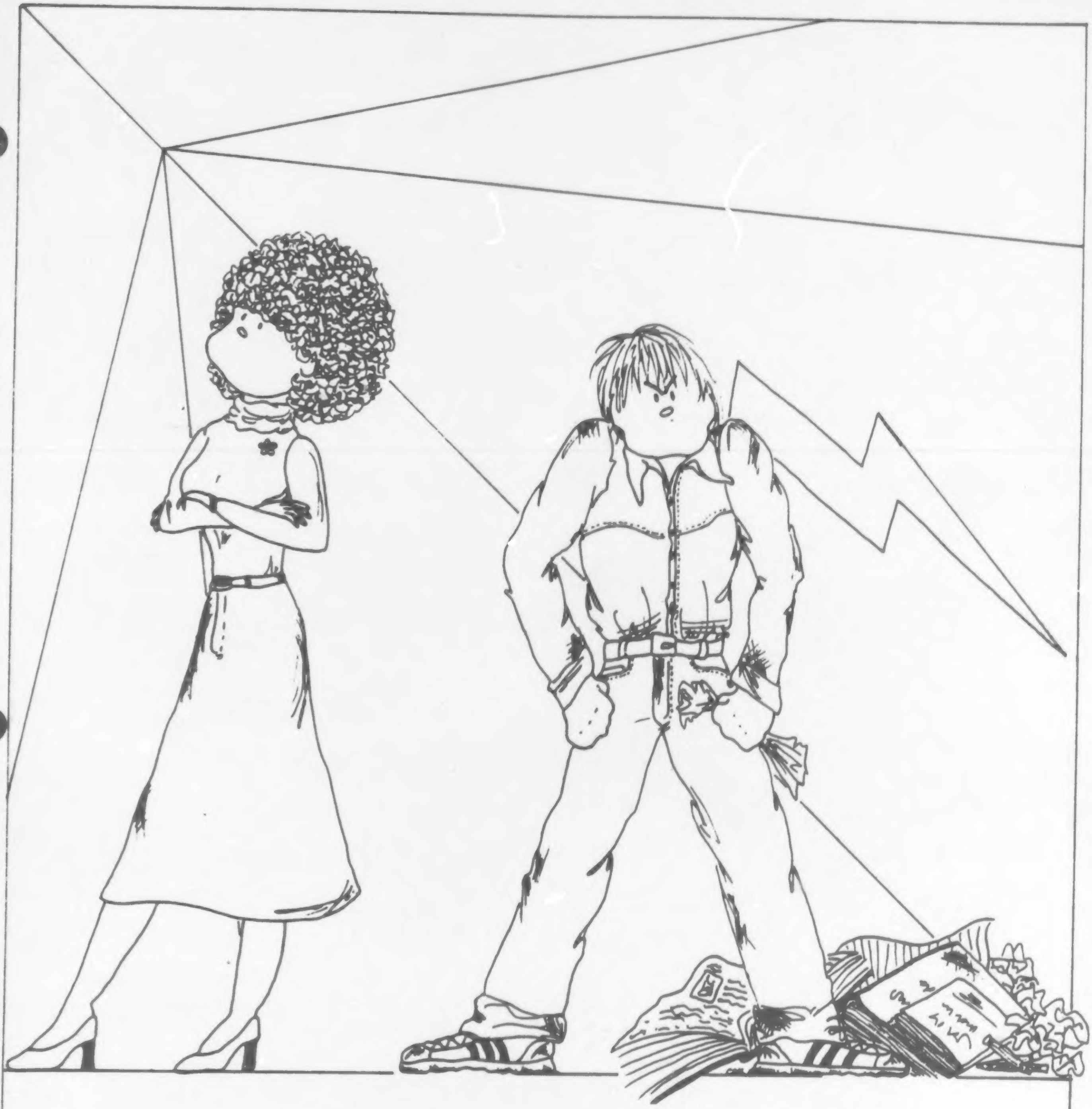
One way we're learning to change behavior is through contracting. Contracting can be used at home in in increase a good behavior. Below is a sample which shows how Mr. and Mrs. Jones get Bob to clean his room each day by rewarding him for it.

DEAL: I will clean my room everyday. If I have cleaned my room, Mom will give me a check (✓). On Friday if I have 7 checks, Mom will give me the car keys. If I have not earned 7 checks, I will have to start over for the next week. Signed: Bob Jones

Sat	Sun	Mon	Tues	Wed	Thurs	Fri
✓	✓					

PUNISHMENT VS. PRAISE

Punishment is not the best way to change a problem behavior. Children benefit from learning new ways to behave. Rewarding good behavior is the best way. The child feels good when he is praised or rewarded. If he feels good about a behavior, he will do it again and again. Parents often feel better about themselves when they praise or reward their child. Think about it! Doesn't it feel better to say, "John, I like the way you cleaned your room," instead of "John, you finally did your chores." The way we talk to our children affects how we feel and how they feel.



IGNORING

Ignoring is one of our most effective ways of getting rid of bad behavior. Children often do good or bad things to get a reaction from their parents. At times the only way they can get attention is by doing something that they know is wrong. Ignoring this kind of behavior is a good way to teach a child that you will not listen to, talk to, or look at him until he has changed his behavior from bad to good.

IX

MARC MESSENGER

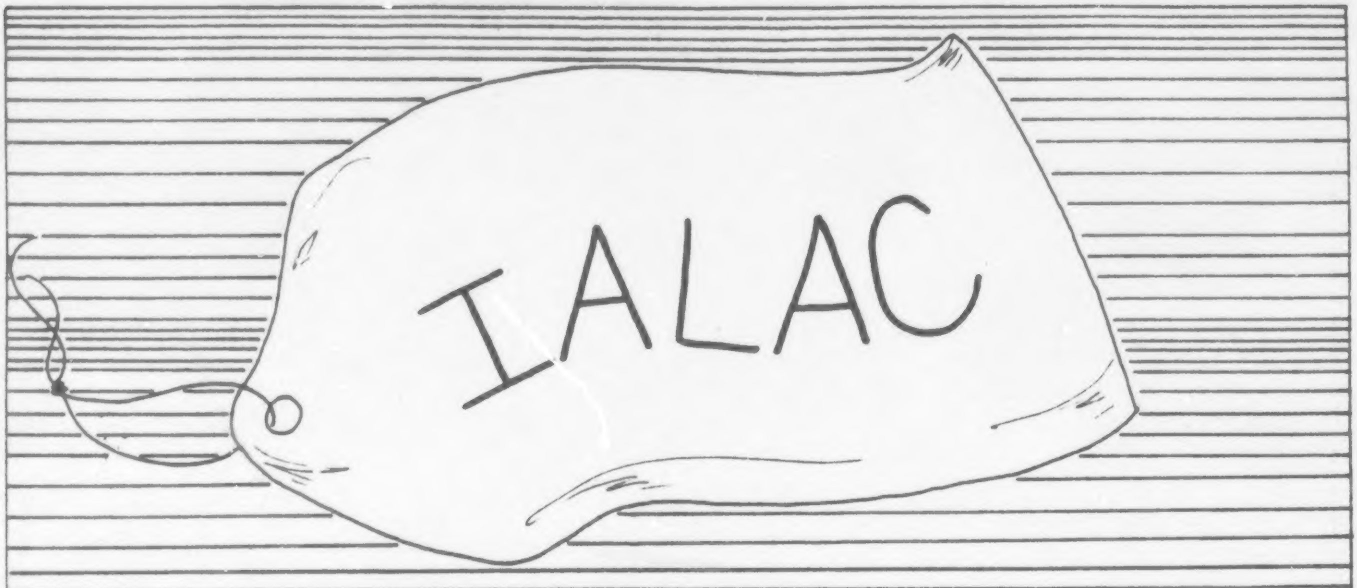
WORKING TOGETHER TO INCREASE SUCCESSFUL SOCIAL AND EMOTIONAL GROWTH

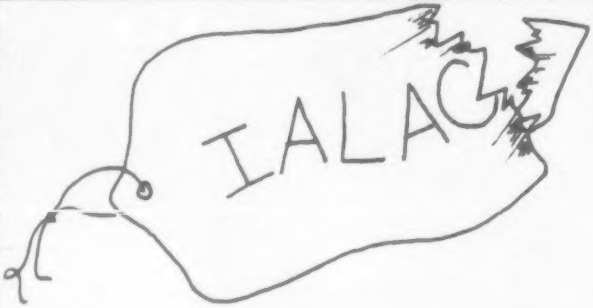
- **Success Through Behavioral Interaction**
- **IALAC**
- **Put Downs**
- **Patch Ups**
- **Actions Speak Louder Than Words**

Success Through Behavior Interactions

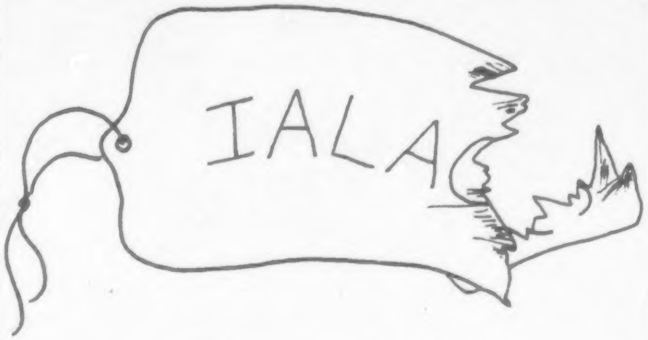
Our behavior affects how we feel and how others feel about us. Everyone has strong needs to feel loved, wanted, and useful. How we deal with others affects whether or not we have these feelings. If people treat us kindly, we feel loved or wanted by them. If we treat others kindly, they feel loved or wanted by us.

In this unit, we've been looking at the way people talk to and behave toward one another to see how it affects how we feel. We are learning about a make-believe label called "IALAC" (pronounced I-a-lack). Everyone has one. It stands for I AM LOVEABLE AND CAPABLE. Some people carry "all" of their sign around. And some people only have pieces of theirs. How much of our IALAC sign we wear tells how we feel about ourselves.

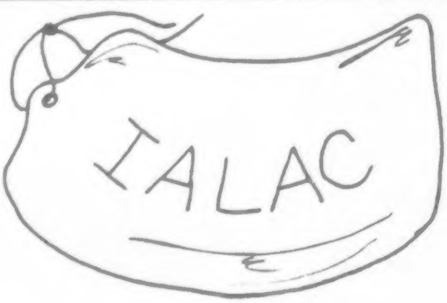




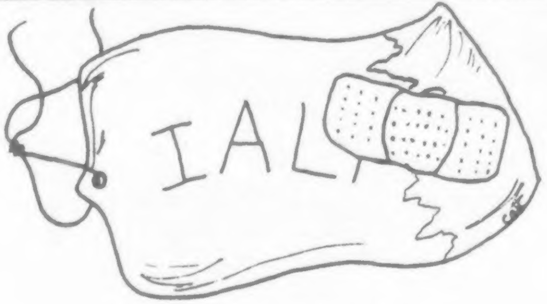
ACCIDENTAL PUTDOWN:
Being picked last to play ball in P.E.



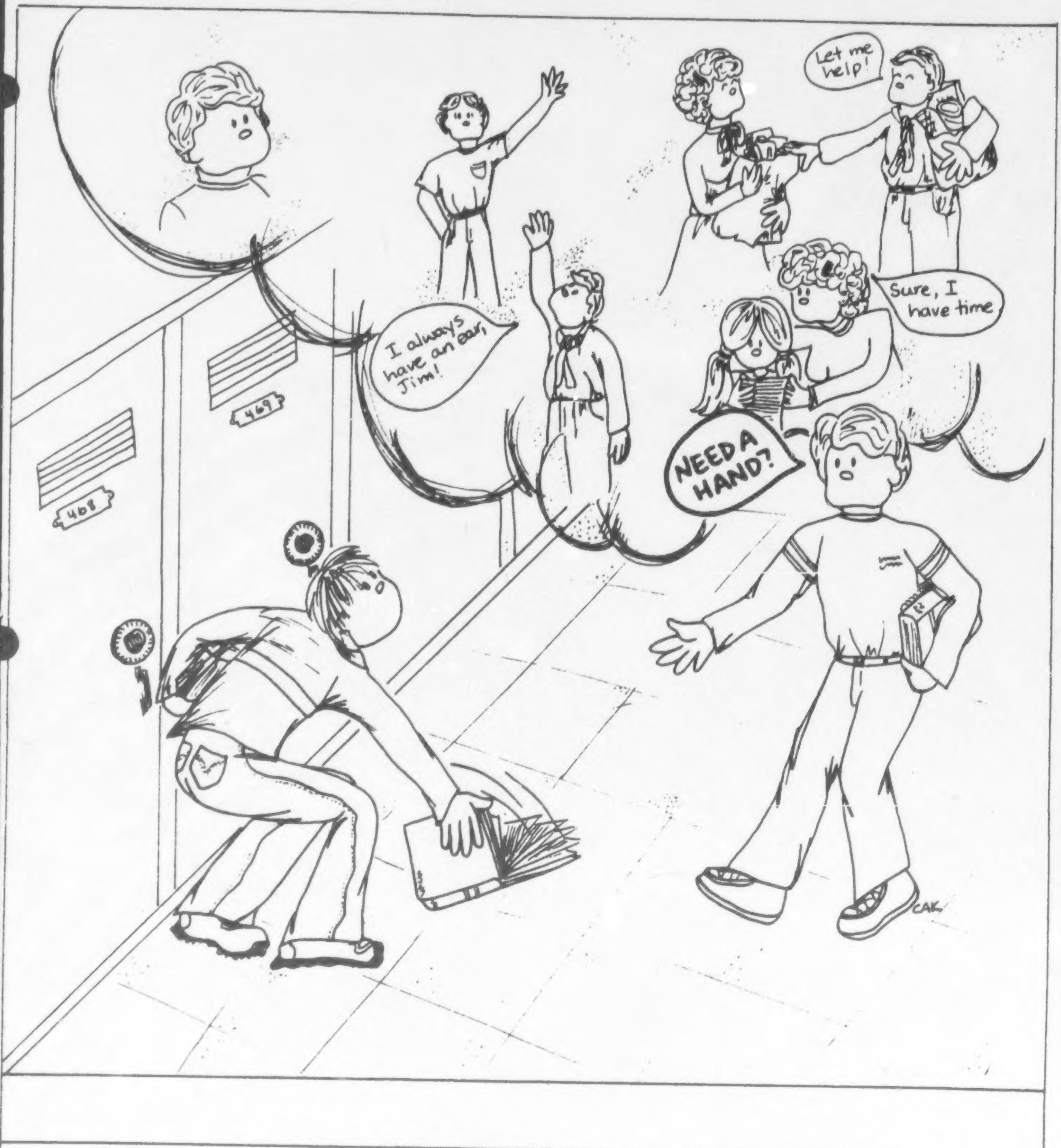
DELIBERATE PUT DOWN:
"John, you didn't think of anyone but yourself. You're selfish!"



PATCH UP:
"I shouldn't have been so hard on you. You were right. I didn't listen."



PAT-ON-THE-BACK:
"John, it's really nice to know I can count on you!"


Let me help!
Sure, I have time
I always have an ear, Jim!
NEED A HAND?
469
468
CAK

ACTIONS SPEAK LOUDER THAN WORDS

People will pay more attention to what you do than to what you say. If you want people to react to you in a friendly way, then you have to act in a friendly, helpful way to them. Don't just tell them that you want to help, DO IT!

X

MARC MESSENGER

WORKING TOGETHER TO INCREASE SUCCESSFUL SOCIAL AND EMOTIONAL GROWTH

- Success Through MARC
- Children Learn What They Live
- Sharing

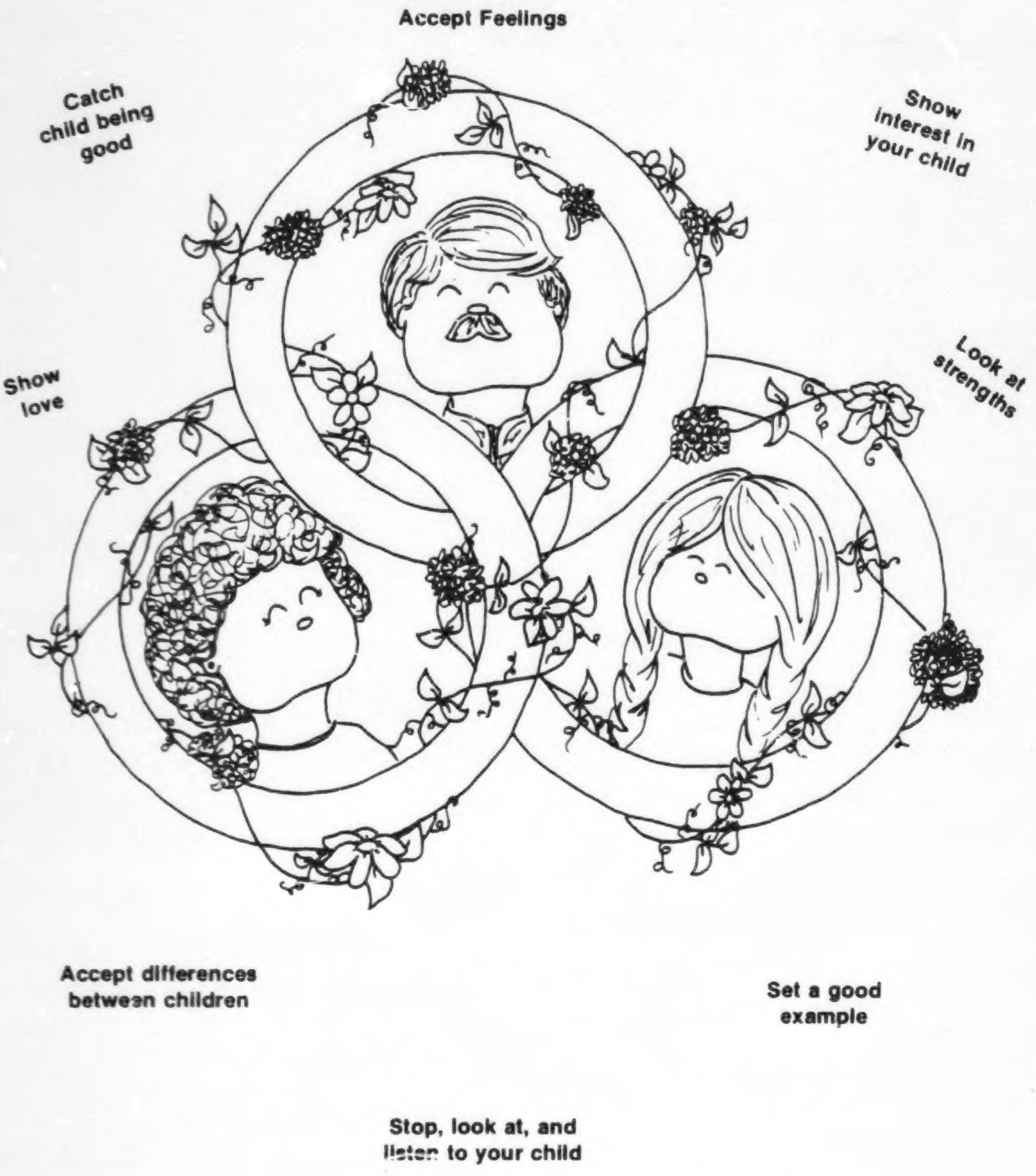
Success Through MARC

As you have read in the issues of MARC Messenger, your child has been learning ways to handle strong feelings, solve problems, share feelings, and get along with others. We have enjoyed sharing our ideas about dealing with others. we have practiced the MARC ways in the classroom and we like the results.

You may have noticed changes in the way your child expresses his feelings and accepts the feelings of others. We hope that your child will use these skills to get along better with his family and friends.

It is not easy to be a teenager in today's world. It requires a great deal of skill to deal with the problems that seem to occur every day. We cannot expect our students and children to learn these skills without some very clear guidance. The MARC Project has tried to provide some of this guidance.

The most important guidance your child will receive comes from you. He learns how to get along with other people not only by listening to what you say, but also by watching what you do. Being a parent is not easy. We hope that the MARC Messenger has been useful to you.


Accept Feelings
Catch child being good
Show interest in your child
Show love
Look at strengths
Accept differences between children
Set a good example
Stop, look at, and listen to your child

SHARING

We all want children to grow up with good feelings about themselves and others. MARC has taught us some good ways to help our children develop these feelings

Children Learn What They Live

If a child lives with criticism,
He learns to condemn.
If a child lives with hostility,
He learns to fight.
If a child lives with ridicule,
He learns to be shy.
If a child lives with shame,
He learns to feel guilty.
If a child lives with tolerance,
He learns to be patient.
If a child lives with encouragement,
He learns confidence.
If a child lives with fairness,
He learns justice.
If a child lives with security,
He learns to have faith.
If a child lives with approval,
He learns to like himself.
If a child lives with acceptance
and friendship,
He learns to find love in the world.

Dorothy Law Holte

Staff Development Outline

Introduction

The outline which follows is a summary of the staff development training which has been used to train teachers throughout the state of Florida. There is an emphasis on helping teachers understand not only the specifics of the curriculum but also the foundation on which the curriculum is based because:

> "Teachers know they practice a profession not a trade. They are interested in knowing more than a technique and are concerned about 'why' as well as 'what'," (Morse, Ardizzone, Mac Donald, & Pasick, 1980, p. 25).

An understanding of the basic concepts on which this curriculum rests is essential to the success of the curriculum. Affective education takes place throughout the day in both planned and unplanned experiences. "For every planned instruction by affective education, there are hundreds of unplanned lessons taught in the space of pupils' lives," (Morse, et al., p. 20). Teachers must be able to make the most of these unplanned situation. Teacher behavior during these unplanned instructional periods must be consistent with what has been taught during the lessons. This consistency is possible only if the basic concepts of the Affective Curriculum are understood. A thorough understanding of the ideas underlying this Curriculum will allow teachers to use the curriculum as a frame of reference which they can adapt to their own situation and from which they can improvise as needed.

Specific implementation techniques are most clearly illustrated by the use of role play during training. The basic teaching methods used in the curriculum are instruction, modeling, practice, and feedback. Teachers can get an idea of how these techniques are used if the trainer role plays an actual lesson during training. (A videotape of an actual classroom lessons may be more well suited to such role play because they generate immediate interest and discussion.)Following the sample lesson, the training participants can form small groups in which they can practice teaching particular lessons. Lessons from the Self-Control and Problem-Solving units can be used to practice modeling that involves cognitions (self-statements such as START) while lessons from the Communication and Behavioral Interactions units are most applicable to practice the teaching of specific overt behaviors such as maintaining eye-contact and giving nonverbal reinforcement.

The training outlined here is designed as a full day session. Masters are provided from which overhead transparencies can be made. The videotapes (from "On the Level" by the Agency for Instructional Television) are the same used in the Problem-Solving Unit. Before attempting training, you should become very familiar with the materials and with the basic ideas on which the curriculum was developed. Finally, go through the outline and make changes that are appropriate to your situation. Examples from your own teaching experience are very helpful in illustrating the various ideas presented here. The success of the training will depend on your ability to use these materials to generate enthusiasm among the teachers who are being trained.

MARC Project Staff Development Outline

I. Introduction

A. MARC Logo (overhead A)

1. MARC funded under Title VI-B from the State of Florida to develop an affective curriculum for emotionally handicapped adolescents.

2. the curriculum was to deal with interpersonal behavior, social competence, etc.

3. no systematic efforts are currently available to teach skills in these areas to EH adolescents.

II. Affective Education

A Definitions (overhead B)

1. what is affective education?

2. it is in a "confused state" because everyone has a different idea about the goals, objectives, and techniques of affective education.

   a. values clarification

   b. magic circles

   c. group

   d. reality therapy

3. affective education deals with interpersonal behavior as a "primary subject."

   a. just as we allocate a specific amount of time every day to teach reading, math, etc. so too must we devote a set amount of time to teaching in the affective area.

   b. just as we teach other primary subjects in a direct and systematic manner, so too must we teach skills in the affective area in a direct and systematic manner if our students are to learn these skills.

4. affective education which deals with "figuring out what it means to be a human being" has a worthwhile goal, but it is difficult to translate this goal into instructional activities that can be carried out by the classroom teacher.

5. affective education "does not just happen; it is learned as reading is learned."

   a. this is the assumption on which much of the MARC Curriculum is based.
   if we want students to learn how to behave in an appropriate manner, we must
   teach them how we want them to behave using direct and systematic instruction;
   we cannot expect them to just "pick it up," instruction must be provided.

B. Affective IEP objectives (overhead C)

1. the objectives listed in the overhead are worthwhile goals, but they are difficult to translate into specific instructional activities.

2. when we are unclear about what it is we want to teach, or when what we want to teach is behavior which may change from situation to situation, we say that the student will perform the behavior "appropriately."

   a. while we may have some idea of what we mean by "appropriately," the behavior in question will vary according to the age of the student, the situation, the particular student, etc. This makes it impossible to specify any one set of instructional activities as the means of teaching the appropriate behavior for a situation.

3. an affective curriculum must specify what is meant by "appropriate" and it must provide specific instructional activities to teach these skills.

   a. it is not enough to provide teachers with a cookbook of activities with no logical connection between the activities. By defining quite specifically what skills are to be taught, an affective curriculum should give the teacher a very structured and systematic way to proceed.

4. an affective curriculum must provide instruction which will help the student survive in the school setting when he is not in his special class.

   a. within the special class EH students can experience success which is not generalized to their other classes. An affective curriculum must teach students the skills they need to help them maintain success when they are not in the controlled environment of the special class.

5. an affective curriculum should be based on theory and research which have proven successful in teaching students skills that are useful in interpersonal behavior.

   a. our students are placed in special classes because they demonstrate behaviors which persistently get them in trouble with peers and adults. Their lack of interpersonal skills must be remediated.

III. Curriculum Content

A. You could try to teach students all of the skills needed for interpersonal interactions but:

   1. the skills needed vary according to the situation, the student,etc.

   2. no one has ever defined all of the skills needed in interpersonal behavior.

   3. even if you did get a list of all of the skills needed for competent interpersonal behavior, it would be impossible to teach all of these skills. Even if you could teach the skills, you would still have to teach the student when it is appropriate to use each skill.

B. You can try to teach those skills which can be used in all interpersonal situations.

   1. if the student learns a set of skills which comprise a model or formula that can be used in varying situations, the student can use those skills in all situations.

   2. a model or formula of behavior which consists of only a few skills, can be easily taught to students because of its basic simplicity.

   3. because it is simple and easily taught, the student can spend most of his time on practicing the application of the model in real situations. This practice facilitates the generalization of skills beyond the classroom.

C. Introduce the videotape "Face to Face."

1. this videotape shows a young girl, Alice, involved in an interpersonal problem situation. As you watch the tape answer these questions:
    a. **what is the problem?**
    b. what are some possible solutions?
    c. what is the best solution?
    d. what skills would be needed to implement this best solution?
2. as you watch the tape think about how an EH student would react to the problem. What skills would you have to teach an EH student so that he or she could use an effective solution?
3. show the videotape "Face to Face."

D. After the tape, lead a discussion covering the following points:

1. solicit answers from participants to the questions above.
2. the best solution is probably for Alice to act assertively, getting Gail out of the darkroom.
3. to implement this type of solution the following skills are useful:
    a. self-control skills are needed so that Alice does not act impulsively and can calmly figure out what to do.
    b. problem solving skills would be useful. If Alice had anticipated the consequences of her actions she would have known that by not standing up to Gail she would get into fights with her boyfriend and mother; she would fail her history exam; she would wind up feeling very bad about the whole incident. If Alice had had been able to come up with alternative solutions to the problem, she may have acted more effectively.
    c. communication skills would have been useful because if Alice had felt more confident of her ability to convey her feelings to Gail she may have been better able to assert herself. Compare Gail's communication skills with Alice's. What would Gail have done if the positions had been reversed?
4. to solve her problems with Gail, Alice needs some very specific skills. These skills are needed for social interactions. A majority of the students in classes for the emotionally handicapped do not have these skills and they will not learn these skills without some direct instruction.

IV. Content Outline (overhead D)

A. The MARC Curriculum is a social problem solving curriculum.

1. the core of the curriculum is the problem solving unit which teaches skills needed to solve interpersonal problems.

B. For EH students an essential preliminary to the problem solving unit is the unit on self-control.

1. the student who possesses problem solving skills but cannot control his own behavior will be unable to use the problem solving skills in stressful situations.
2. the MARC Curriculum teaches students to control their behavior by telling themselves what they should do in stressful situations.
3. the self control unit teaches a model of self control that is based on self-instructions that the student gives himself in stressful situations.

C. The unit on communication skills teaches the student those communication skills which are needed to implement solutions to problems.

   1. the core of the curriculum is interpersonal problem solving. Because we are dealing with interpersonal problems, the solutions that are developed will generally involve communicating with another person. To implement solutions effectively, the student must possess some basic communication skills.

   2. the communication unit deals with verbal and nonverbal communication, expressive and receptive language.

D. The behavioral interactions unit teaches the student the basics of behavior modification.

   1. to solve interpersonal problems successfully, students must know what effect their behavior will have on the behavior of others, and students must be able to reinforce or ignore behaviors according to the solutions he generates. The behavioral interactions unit provides students with some of the skills needed to develop and implement successful solutions.

V. Problem Solving (overhead E)

A. By teaching a model of problem solving the student learns a set of skills that he can take with him to all interpersonal problem situations.

   1. the problem solving model used by MARC consists of the seven steps outlined on the overhead.

   2. most people learn this model beginning at a very young age through the process of socialization and they internalize the steps of this problems solving procedure with little specific instruction.

   3. some students do not learn a model of problem solving, or they are not competent in all of the skills involved. Many of these students find themselves placed in classes for the emotionally handicapped because of their inability to solve interpersonal problems effectively.

   4. students who have reached adolescence and have not learned problem solving skills will not learn these skills simply by being placed in a special class. They need some specific instruction to remediate their lack of skill.

   5. because of the importance of problem solving to the student, the MARC Curriculum uses a series of videotapes as instructional tools in teaching the problem solving skills. These tapes, from the "On the Level Series" by the Agency for Instructional Television, are very entertaining and highly motivating to students.

B. Role Play a Problem Solving Lesson

   1. using Problem Solving Lesson #7, role play a skill lesson. The purpose here is to give participants an idea of how a lesson is presented.

   2. follow the lesson as presented in the curriculum.

   3. in the discussion which follows the videotape "What Next?", pass out a Problems Solving Worksheet to each particiapnt. Form small groups and have each group work together to fill out one of the worksheets.

   4. after the worksheets are complete, continue the lesson and use the worksheets in doing the Model and Practice of generating a solution.

   5. after you have demonstrated how to provide a model, let the small groups work alone to do their own modeling and practice. Make sure that everyone actually gets a chance to practice implementing a solution. We will be asking students to role play so make sure the participants do.

C. We do not normally go through the problem solving process consciously to solve interpersonal problems. When faced with a serious problem, however, we will take the time to use some logical method of arriving at a solution.

D. The purpose of the problem solving unit is to teach students the problem solving process. At first it will be awkward for students to use this procedure but with practice they will begin to internalize the process and they will be able to apply it without prompts.

E. Typically, EH students are unable to generate a variety of solutions to interpersonal problems. They have learned only one way to deal with their problems and they use this single method to handle whatever problem arises. Their inability to generate more than one solution gets them into trouble because their single solution is often inappropiate and ineffective.

F. Analysis of Coping Styles

1. the Analysis of Coping Styles Test by Herbert F. Boyd and G. Orville Johnson (Charles E. Merrill Publishing, 1981) provides evidence of the inability of EH students to develop alternative solutions to problems.

2. this test classifies coping responses into six categories: attack, avoidance, and denial, each of which can be further categorized as either internally or externally motivated.

3. all of these coping styles are appropriate responses for particular situations. But while attack may be appropriate in one situation, it is not appropriate in another. If this test is given to students in a regular class, their responses will indicate that they do not use any one coping style more than another. When given to emotionally handicapped students, however, a majority of these students indicate that they will use one coping style much more frequently than the others. Thus, they are unable to develop and use responses which are most appropriate to the situation.

4. if available, give the ACS test to participants and discuss.

G. We hold students responsible for their behavior and we act as if they have gone through a problem solving process and made a decision about how they will act. Too often, however, our students are unable to make a decision about how they will act because they have not been able to generate a variety of possible solutions from which to make a choice. To the extent that we hold students responsible for their behavior but do not insure that they have the skills needed to make a decision, we do students a disservice. These students must be given the skills they need to solve interpersonal problems effectively. The problems solving unit addresses this area.

VI. Self-Control (overhead F)

A. Self control is a preliminary skill to the problem solving skills.

1. before a student can implement the problem solving process, he must be in control of his own behavior.

2. if a student is unable to get control of his behavior in stressful interpersonal situations he will be unable to use whatever problem solving skills he might possess.

3. because many EH students are unable to control their behavior, they must be taught some means of doing so.

B. The MARC Curriculum makes use of a self-instruction procedure to teach self-control.

1. self-instructions consist of verbal statements to yourself where you tell yourself how to act in a particular situation.

2. in teaching students to use these statements, the instruction are verbalized at first so that the students can hear exactly what they should be saying to themselves.

3. eventually, as students become more familiar with the instruction, they should be taught to say the statements to themselves covertly.

C. The self-control unit teaches a self-control procedure called START which consists of a series of statements which the student can say to himself in times of stress.

   1. following the steps as outlined in the overhead, discuss each part of the process.

D. Show the videotape "Journey Through Stress"

   1. discuss the videotape making the point that self control is a process that can be learned and practiced.

   2. we must insure that students have the skills to control their own behavior. If the student then decides to lose control (as Brad did at the end of the tape) then they can reasonably be held accountable for their actions. Our job is to insure that the students have the basic skills needed to control their behavior in the first place.

VII. Communication (overhead G)

A. Communication skills are an essential part of interpersonal problem solving because solutions to these problems require communicating with others.

B. The MARC Curriculum has a unit devoted to communication skills to insure that students have some of the basic skills they need to implement solutions to problems.

C. The communication unit teaches skills in the areas of expressive and receptive language.

   1. expressive language skills include how to begin a conversation, how to use an effective speaking voice, how to decide on and organize what will be said.

   2. receptive language skills include how to show that you are listening using verbal and nonverbal responses, how to understand what is being said by asking appropriate questions and by paraphrasing what you hear.

D. Both verbal and nonverbal communication skills are covered. The importance of making sure that the verbal and nonverbal statements convey the same messages is emphasized.

E. The purpose of the unit is to provide the student with some basic skills so that he can implement solutions to problems. The goal here is survival and so there is no attempt to teach very sophisticated skills. Basic communication skills are taught and students are given opportunities for practice so that when they are attempting to solve real life problems, they have already practiced the communication skills that are needed.

VIII. Behavioral Interactions (overhead H)

A. To develop solutions to problems, to anticipate the consequences of solutions, to choose a best solution, it is necessary to have some understanding of the principles of behavior. The behavioral interactions unit teaches some basic principles of behavior so that students can learn how their behavior will affect the behavior of others.

B. The first area that is covered by this unit is the relationship between feelings and behavior. If people feel good when they see us they will act pleasantly. To make people feel good when they see us we have to do something positive like smile, say hello, etc. There is a relationship between our behavior, how people feel about us, and how they act toward us.

C. The second area of the behavioral interactions unit teaches students about modeling. If we want to learn how to behave in a particular situation we can learn by watching how someone else responds in a similar situation. New social behaviors can be learned by this type of modeling. Further, students can develop a value base which helps them decide when to use particular behaviors by watching a model. The teacher's job is to make sure that the student chooses a school appropriate model.

D. The last section of the unit deals with reinforcement. The student is taught how to increase a behavior by reinforcement and how to decrease a behavior by ignoring. Students are given opportunities to practice reinforcement principles using both verbal and nonverbal methods.

E. By giving the student an understanding of the basic principles of behavior, we are attempting to give students some of the skills they need to choose and to implement effective solutions to interpersonal problems.

IX. Cognitive-Behavioral Analysis

A. EH classrooms are very good at maintaining control of students by manipulating the environment in which students work. Smaller class size, attention to classroom structure and reinforcement contingencies make it possible to get student behavior under control.

B. Show overhead I (cover up the column on cognition)

1. we typically work in our classes using a behavioral analysis as diagrammed in the overhead. If we want the hitting behavior to stop we change the antecedents (by increasing structure) and then we change the consequences (by taking more severe actions). We change the environment to control the student's behavior. Because we do not change the student, however, when the same antecedents occur (for example, when the student goes to a regular class) the old behavior returns.

2. Ken Howell suggests that there is another aspect to be considered in analyzing this situation. He suggests that between the antecedents and the behavior, certain congnitions occur. (Uncover the cognition column of the overhead.) The student has certain thoughts and these thoughts result in the hitting behavior.

3. this cognitive-behavioral analysis is useful to EH teachers because it gives us a new place to intercede with our students. Now, instead of working only on the environment, we can work on changing the student. We can give him some skills which will change the way he thinks in problem situations and this change in cognitions can result in a change of behavior. Because we are making changes in the student, his behavior is no longer dependent on a structured environment and he has skills that can help him solve problems in any situation.

C. Show overhead J (cover last three columns)

1. the MARC Curriculum teaches students cognitive skills in a variety of areas important to social interactions. With practice these new cognitive skills will help the students arrive at new ways of thinking about problems. Thus, when they find themselves in a problem situation where they are being called names, instead of thinking about being a sissy, they will work through a problem solving process and develop a solution to the problem. (Uncover column two of the overhead "If I stand near the teacher . . .")

2. this problem solving cognition will lead to a new behavior. (Uncover column three "Student moves near teacher.")

3. hopefully, the new behavior will result in some positive consequence which has been anticipated by the student. (Uncover column four "Name calling stops.")

D. The MARC Curriculum helps change student behavior by teaching coginitve skills needed to solve interpersonal problems. The cognitive-behavioral analysis makes it clear how to go about making such changes in student thinking.

X. Cognitive-Behavioral Methodology (overhead K)

A. Teaching cognitive-behavioral skills involves a four step process of instruction, modeling, practice, and feedback.

B. Instruction involves telling students what the skill is, why it is important, how it fits in with everything else that is being taught, and how the skill should be performed.

C. Modeling involves showing the student exactly how the skill is performed. Generally the teacher will act as the model, but skilled and respected peers can also be used. The student cannot be expected to perform the skill if he is not shown exactly what is expected of him. As a model it is the teacher's job to make clear to the student, by demonstration, how the skill is performed. This may involve role playing of some overt behavior, speaking aloud thoughts (as in the START procedure), or simply reciting the steps of a particular skill.

D. practice involves setting up situations to give the student a chance to try out the skills that are being taught. At first, practice will be highly structured classroom role plays. As the student becomes more effective and confident, he should be given opportunities to practice in less structured settings. The student must be given enough classroom practice so that he not only knows what to do, but also feels confident in doing it.

E. feedback must be given to the students to let them know what they are doing right and where they can improve. The idea here is to build the students' level of effectiveness in terms of the skills being taught. This is also a good time to work on the students' self-concept and self-confidence. As students become more skilled they must be reminded that they are becoming more competent individuals. They are developing the skills they need to get along with others. A conscious attempt must be made to let students know that they should have a more positive concept of themselves.

XI. Skill Lesson Format (overhead L)

A. Each skill lesson follows a very structured format utilizing the cognitive-behavioral methodology.

1. objective: the objective is a statement of the skill the student should master as a result of the activities of the lesson.

2. introduction: the introduction is addressed to the teacher and is designed to let the teacher know what skill is being taught, how it fits into the whole unit, and what points should be stressed in the lesson.

3. review assignment: the assignment from the previous lesson is reviewed.

4. review previous lesson: major points from the previous lesson are covered to maintain continuity.

5. discussion: this is the instructional section of the lesson. The points to be made are outlined in each lesson. The discussion must be kept very focused so that every student knows what skill is being taught, why it is important, and how the skill is to be performed.

6. model, practice, feedback:examples of role play situations are givento provide settings for model and practice. It is best to use examples from your own life or from the lives of your students. Enough models and practice be provided to insure that students know the skill and can perform it at least in the classroom setting.

7. summary: at the end of each class each student should know exactly what has been taught. The summary states the major points of the lesson to insure that all students are aware of what has taken place in the class.

8. assignment: the assignments are short and easy to accomplish. They have two purposes. First, we want students to know that we are working on something that we think is important. Second, we want students to think about the skills they are learning even after they have left the classroom. The assignments accomplish these points.

XII. Activities (Overhead M)

A. the first fourteen Skill Lessons are followed by an Activity Lesson. These activities can be used immediately following the Skill Lesson, but they are probably best used on the day after the Skill is taught. This maintains continuity during the week and helps keep up student interest.

B. the activities do not follow strict format. They are designed to reinforce the skills taught in the Skill Lessons by giving extra practice in a new setting.

C. activities are also designed to maintain student interest and motivation. To accomplish this, the activities should be treated as enjoyable events. To foster this feeling many of the activities have been made into games.

XIII. Practice a Lesson

A. now that everyone knows what goes into a lesson and has seen a lesson taught, they are ready to practice a lesson.

B. make sure that everyone has a copy of Problem Solving Lesson #9 and Activity #9.

C. prepare the group by telling them that they will now teach a lesson. Different members of the group can choose to teach different parts of the lesson or one person can teach the entire skill lesson while another person teaches the activity.

D. give everyone enough time to study the lesson and then get started.

E. have teachers begin the lesson and after about 10 minutes play the videotape "Side by Side".

F. when the videotape is over, the lesson should continue.

G. after the practice lesson, discuss any problems and answer questions.

XIV. Curriculum Format (Overhead N)

A. the curriculum consists of four units. Each unit consists of 18 Skill Lessons and 14 Activity Lessons. Each unit should be taught over a nine week period: two skill lessons and two activity lessons per week.

B. Skill Lessons take between 35 and 45 minutes. Activities average approximately 30 minutes.

C. the most logical order of presenting the units is Self Control first, then Problem Solving, Communication, and Behavioral Interactions. This can be varied according to teacher preference and according to the nature of your class. Some classes prefer to start with the Communications Unit arguing that the skills taught here are essential to the success of the other units. The point to be emphasized is not the format you choose, but rather that you should make a systematic effort to teach the skills.

XV. Parent Newsletters (Overhead O)

A. the newsletters are designed to make parents aware of the MARC materials and of what is going on in the classroom. Each of the newsletters is simply written and contains illustrations of the major points presented.

B. each newsletter consists of three pages which includes text and illustrations. A final page can be added on to describe specific events of interest to your class and their parents.

C. of the ten newsletters, the first is an introduction to MARC and the last is a summarization of the curriculum. Two newsletters are devoted to explaining each of the units.

D. copies should be made of all the newsletters and they can be sent to parents once per month.

XVI. IEP's

A. the goals and objectives listed in the MARC materials can be used in the development of IEP's. For example, Marion County, Florida has incorporated the MARC goals and objectives into their IEP forms. The annual goals are taken from the goals stated in the curriculum and the short term objectives have been adapted from the lesson objectives in each unit.

B. because of the variability in the types of management systems used in different classroom, no attempt has been made to provide a management system unique to MARC. The success of the MARC material will be apparent in two areas. First, students should be developing the ability to perform the skills listed in the lesson objectives when in the classroom. That is, the student should show that he knows what to do. Second, there should eventually be a change in student behavior. As the sutdent develops the ability to figure out what to do, he should start to act on this knowledge. Both of these changes can be measured using the management and observation systems already in use in the classroom.

XVII. Videotapes (Overhead P)

A. all videotapes are from the "On the Level Series". They are commercially available from:

Agency for Instructional Television
Box A
Bloomington, Indiana 47402

B. teachers in Florida should contact their local media center to see if the tapes are available. If not they should have their media contact person contact the Department of Instructional Radio and Television in Tallahassee to make arrangements to get the tapes.

C. the "On the Level Series" and other tapes of the same type are often shown on public television. Check with your local station.

XVIII. Summary

A. the MARC materials provide teachers with a systematic program to teach skills needed for socially competent behavior.

B. the skills are a necessary prerequisite to such behavior.

C. in addition to learning these skills, however, the student must be motivated to use the skills.

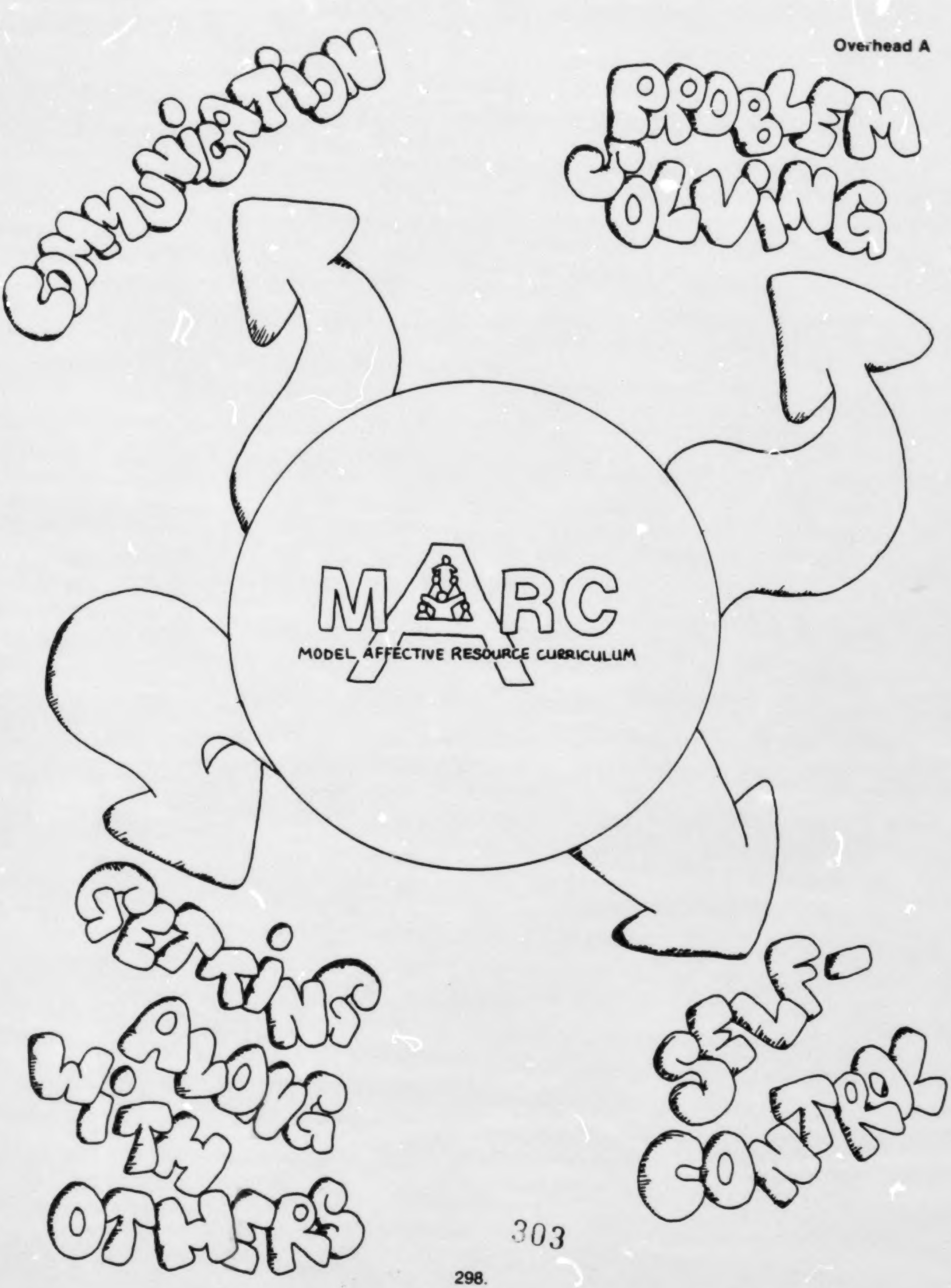
D. in motivating students to learn and to use social skills, there is no substitute for a competent, caring teacher. The teacher-student relationship must be established for the MARC materials to be effective.

E. there are no magic answers. The success of this curriculum depends to a large extent on the enthusiasm with which the materials are presented. If it is important to the teacher it will be important to the students. Change takes time and with these skills it takes practice. The MARC materials are an initial step towards providing a systematic plan of instruction and practice.

XIX. Evaluation

A. have participants complete evaluation forms.

Overhead A


COMMUNICATION
PROBLEM SOLVING
MARC
MODEL AFFECTIVE RESOURCE CURRICULUM
GETTING ALONG WITH OTHERS
SELF-CONTROL

Overhead B

AFFECTIVE EDUCATION

"... affective education is in a confused state."
(Morse, Ardizzone, Macdonald, Pasick, 1980)

"Generally speaking, affective education concerns emotional development ... It includes the educational efforts related to attitudes, values, and feelings."

(Morse, et al., 1980)

"... affective education simply refers to teaching and learning about self and others' feelings, emotions, values, beliefs. It is teaching that has human feelings, emotions, and interpersonal behavior as a primary subject."

(Fagen, Long, Stevens, 1975)

"Affective education programs attempt to help students become clear about who they are, what they want out of life and how they can get it without hurting others."

(Chase, 1975)

"Affective education is people figuring out together what it means to be a human being and learning how to be a better one."

(Chase, 1975)

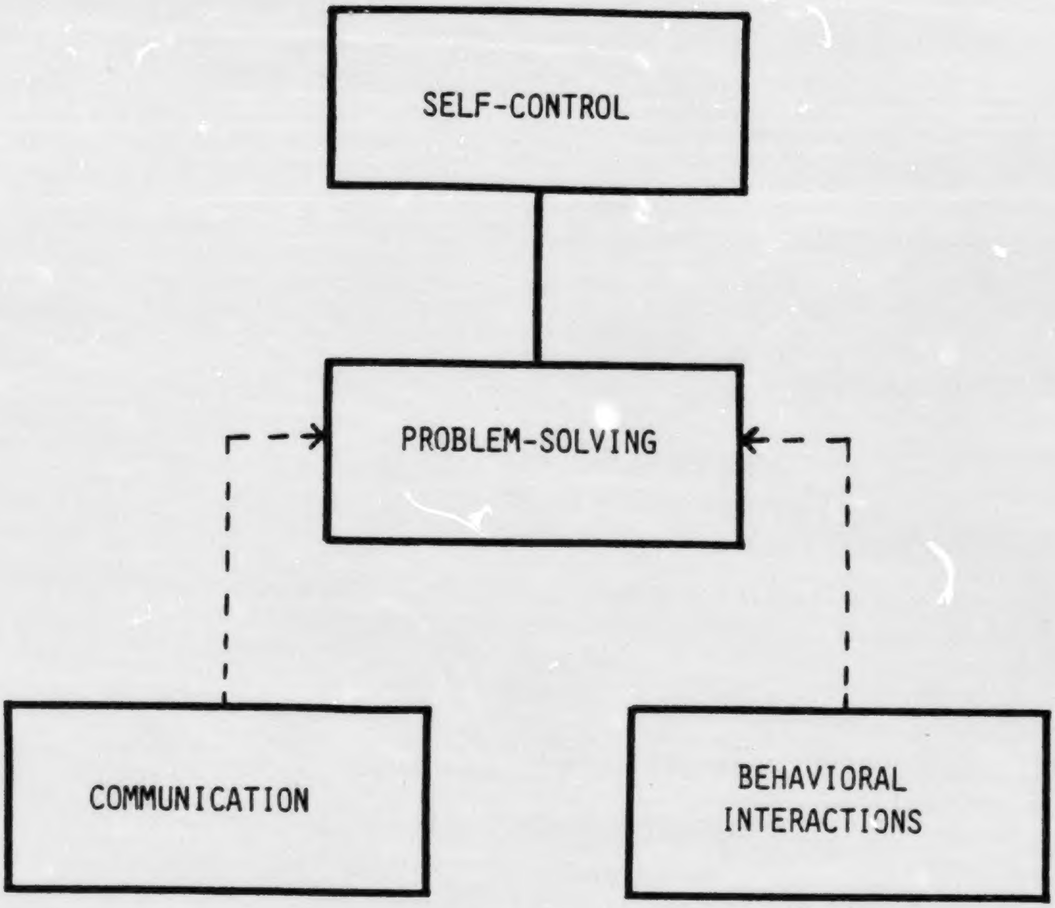
"The idea of affective education is that social and emotional growth don't just 'happen'. They are learned as reading is learned."

(Chase, 1975)

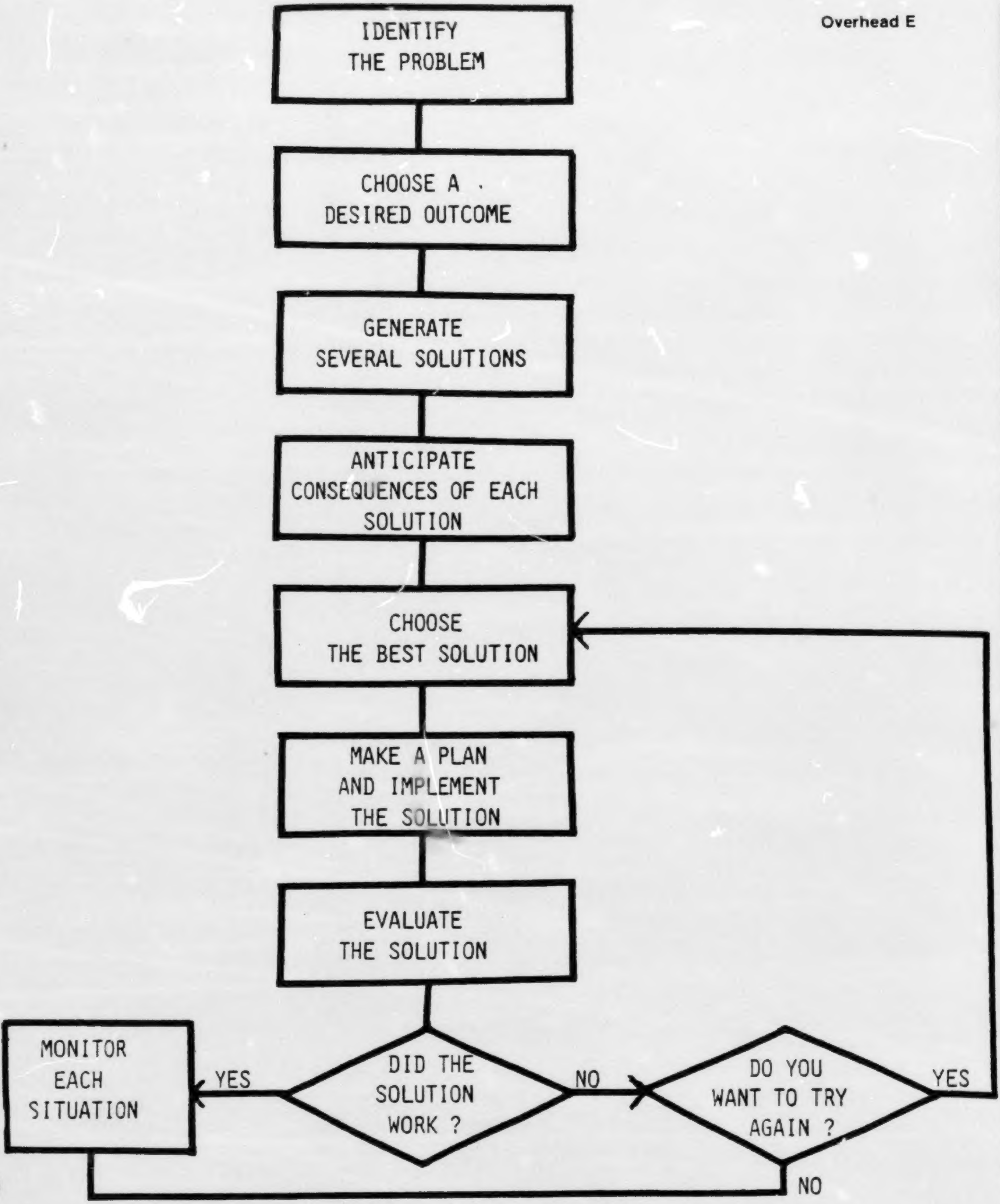
ORANGE COUNTY IEP AFFECTIVE OBJECTIVES

1. respond to teacher correction with appropriate response
2. when approached by a peer in a positive way, will respond in a friendly manner
3. demonstrate appropriate outlets for feelings
4. respond to negative comments with appropriate techniques
5. decrease physical abuse of others
6. respond appropriately to conversation
7. demonstrate active listening skills
8. identify methods of dealing with feelings
9. identify consequences of inappropriate behavior
10. initiate conversations appropriately

Overhead D

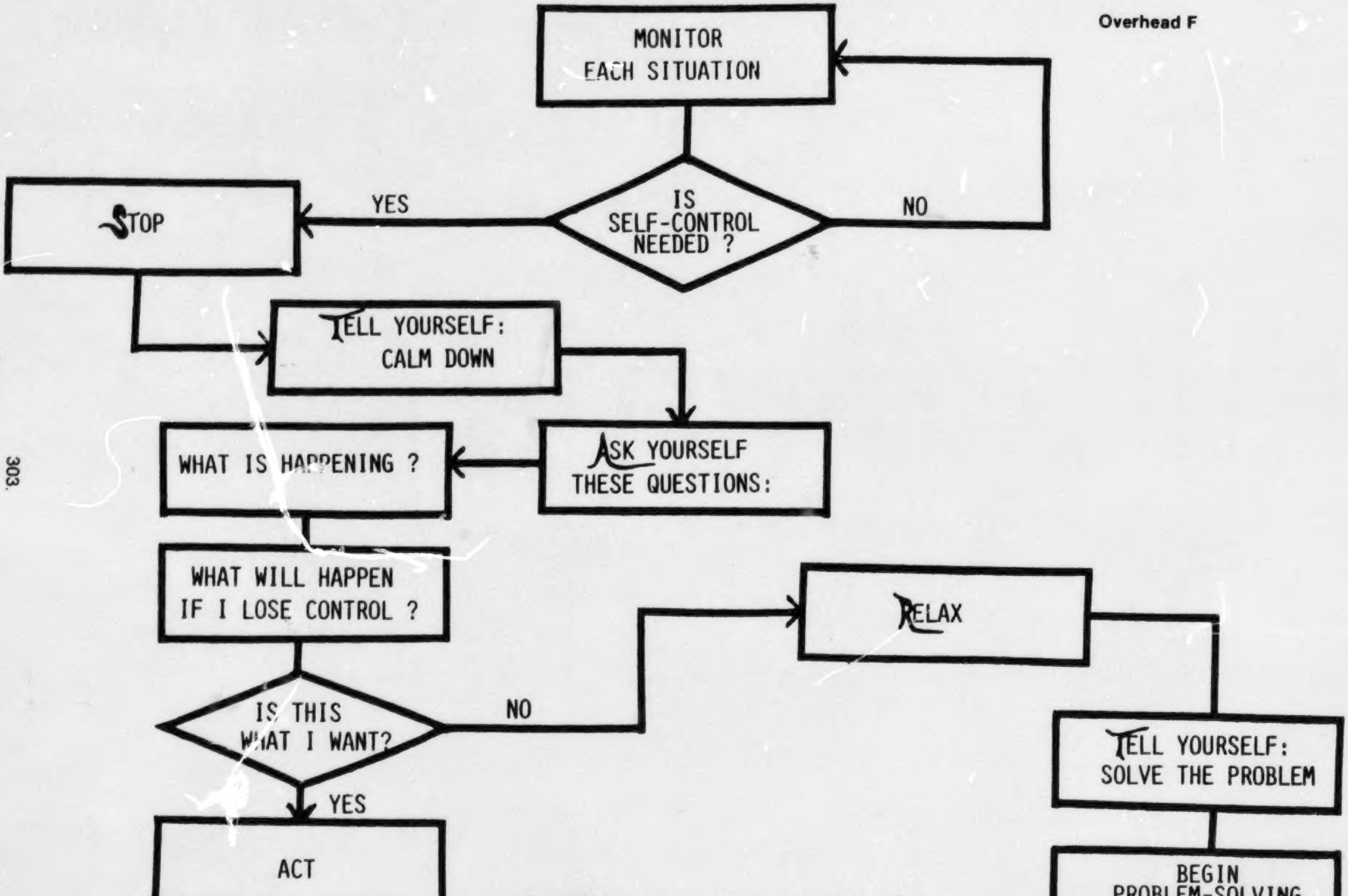

SELF-CONTROL
PROBLEM-SOLVING
COMMUNICATION
BEHAVIORAL INTERACTIONS

Overhead E


IDENTIFY THE PROBLEM
CHOOSE A DESIRED OUTCOME
GENERATE SEVERAL SOLUTIONS
ANTICIPATE CONSEQUENCES OF EACH SOLUTION
CHOOSE THE BEST SOLUTION
MAKE A PLAN AND IMPLEMENT THE SOLUTION
EVALUATE THE SOLUTION
DID THE SOLUTION WORK ?
YES
MONITOR EACH SITUATION
NO
DO YOU WANT TO TRY AGAIN ?
YES
NO

Problem-Solving Procedure

Overhead F



MONITOR EACH SITUATION

IS SELF-CONTROL NEEDED ?

NO

YES

STOP

TELL YOURSELF: CALM DOWN

ASK YOURSELF THESE QUESTIONS:

WHAT IS HAPPENING ?

WHAT WILL HAPPEN IF I LOSE CONTROL ?

IS THIS WHAT I WANT?

YES

ACT

NO

RELAX

TELL YOURSELF: SOLVE THE PROBLEM

BEGIN PROBLEM-SOLVING PROCEDURE

START Procedure for Self-Control

COMMUNICATION

PURPOSE:

to facilitate the problem solving process by insuring that the student has the skills needed to implement solutions.

EXPRESSIVE COMMUNICATION

- the content and organization of speech
- characteristics of a good speaking voice
- engaging in a conversation
- nonverbal aids to expression

RECEPTIVE COMMUNICATION

-verbal skills needed for listening

-nonverbal aids to listening

VERBAL AND NOVERBAL MESSAGES
MUST BE CONGRUENT!

Overhead H

BEHAVIORAL INTERACTIONS

PURPOSE:

- to facilitate the problem solving process by insuring that the student knows how his behavior affects the feeling and behaviors of others.
- to enable the student to learn new social behavior and values by modeling his behavior on the behavior of a respected peer or adult.

REINFORCEMENT

- verbal
- nonverbal
- postitive
- negative
- withholding attention
- shaping behavior

MODELING

- learn new behaviors
- develop a set of values on which to base decisions
- find a model appropriate to the situation

Overhead I

COGNITIVE - BEHAVIORAL ANALYSIS

ANTECEDENTS	COGNITION	BEHAVIOR	CONSEQUENCES
S1		R	S2
1. classroom 2. free time 3. morning 4. Low structure 5. peers give negative comments	"If I let them talk to me that way I'm a sissy."	student hits peer	1. peer runs away 2. negative comments stop 3. teacher puts kid in time out

Ken Howell, Monographs in Behavioral Disorders, 1979.

Overhead J

COGNITIVE - BEHAVIORAL ANALYSIS

ANTECEDENTS	COGNITION	BEHAVIOR	CONSEQUENCES
S	R S	R S	R
1. classroom 2. free time 3. morning 4. low structure 5. peers give negative comments	"if I stand near the teacher they will stop calling me names."	student moves near teacher	name calling stops

COGNITIVE - BEHAVIORAL METHODOLOGY

1. instruction
2. model
3. practice
4. feedback

Overhead L

SKILL LESSON FORMAT

1. OBJECTIVE
2. INTRODUCTION
3. REVIEW ASSIGNMENT
4. REVIEW PREVIOUS LESSON
5. DISCUSSION
6. MODEL, PRACTICE, FEEDBACK
7. SUMMARY
8. ASSIGNMENT

ACTIVITIES

PURPOSE:

- to reinforce skills through practice
- to maintain student interest
- to provide motivation
- to provide continuity

Overhead N

CIRRICULUM FORMAT

- FOUR UNITS
- 18 SKILL LESSONS, 14 ACTIVITY LESSONS IN EACH UNIT
- EACH UNIT TAKES 9 WEEKS
- 2 SKILL LESSONS PER WEEK
- 2 ACTIVITY LESSONS PER WEEK
- 35 to 45 MINUTES PER SKILL LESSON
- 30 MINUTES PER ACTIVITY LESSON

PARENT NEWSLETTERS

- 10 NEWSLETTERS
  - #1 - INTRODUCTION
  - #2,3 - SELF - CONTROL
  - #4,5 - PROBLEM SOLVING
  - #6,7 - COMMUNICATION
  - #8,9 - BEHAVIORAL INTERACTIONS
  - #10 - SUMMARY

COPY THE NEWSLETTERS AND SEND OUT ONCE A MONTH

VIDEOTAPES IN PROBLEM SOLVING UNIT FROM "ON THE LEVEL"

Agency for Instructional Television
Box A
Bloomington, Indiana 47402

DADDY'S LITTLE GIRL
FACE TO FACE
SURROUNDED
LITTLE HELP FROM MY FRIENDS
GETTING TOGETHER
SIDE BY SIDE
SOLO
WHAT NEXT
ALTERNATE ROUTE

319

Worksheet SC1

HOW DO YOU GET SELF-CONTROL?

(Control your temper, Do your work, clean your room,
Pay attention, Be on time, lose weight)

People are always giving advice. It's easier to talk than to do those things. How do you change yourself? And where do you get the self-control to keep at it?

1. What are some changes others have urged you to make?

2. What are some changes you've tried?

3. How did they work out?

4. What would help you suceed at making a change that you want'ed to make?

5. What would probably not help you at all?

150
100
200
50
250

WORKSHEET SC 2

Name ______________________________

Date ______________________________

Self-Control Plan

1. Behavior to be controlled: ______________________________

____

2. Ideas that would help to control this behavior:

a. ____________________ **d.** ____________________

b. ____________________ **e.** ____________________

c. ____________________ **f.** ____________________

3. Ideas that would make it hard to control this behavior:

a. ____________________ **d.** ____________________

b. ____________________ **e.** ____________________

c. ____________________ **f.** ____________________

4. Plan for controlling the behavior: ______________________________

____

____

5. Did the plan work? ____ yes ____ no

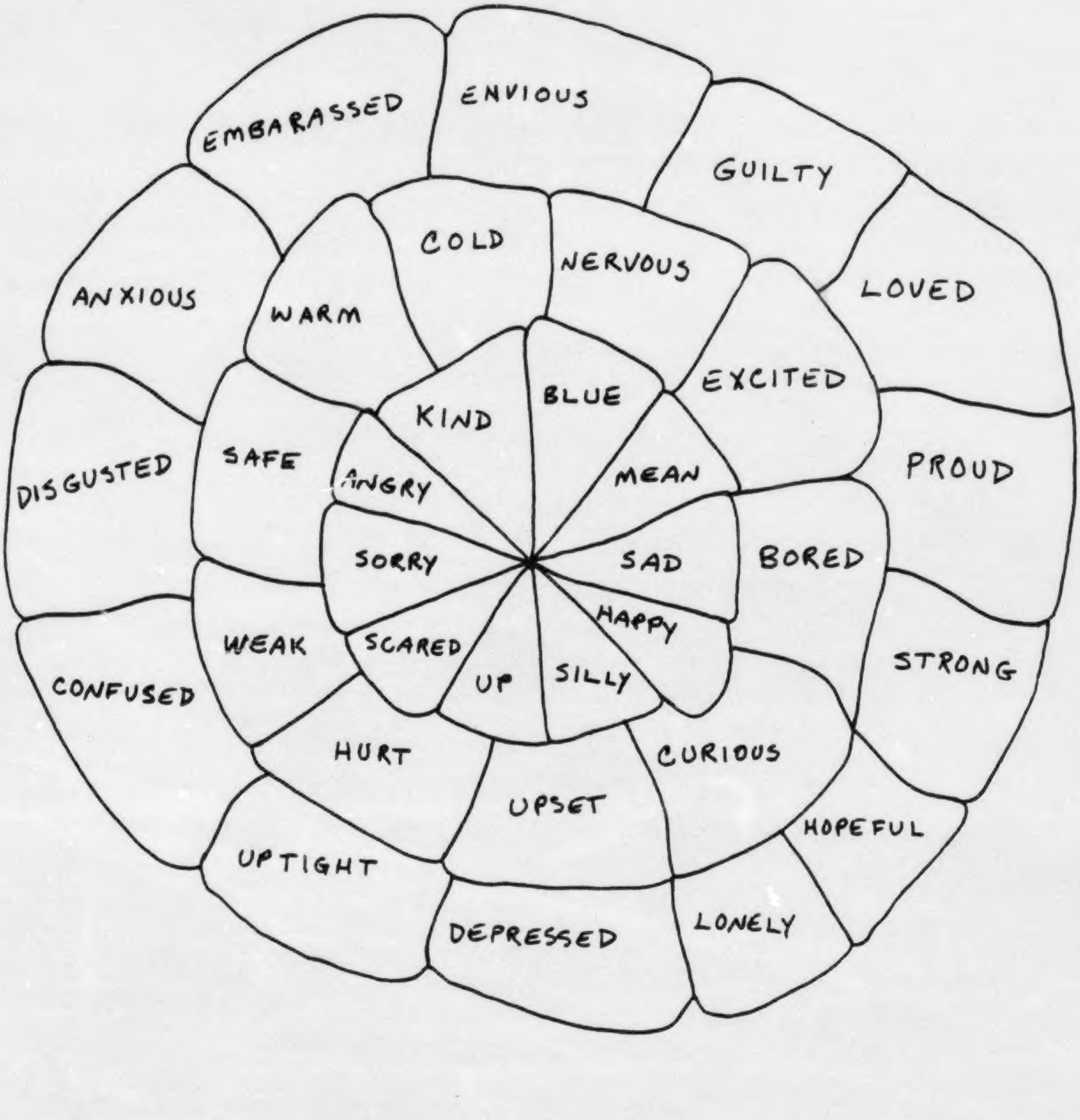
Why? ______________________________________

____

6. How could the plan be improved? ______________________________

____

FEELINGS CIRCLE

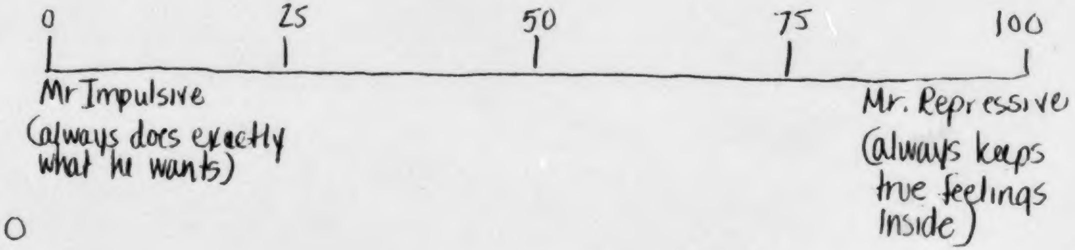

EMBARASSED
ENVIOUS
GUILTY
LOVED
ANXIOUS
WARM
COLD
NERVOUS
EXCITED
PROUD
DISGUSTED
SAFE
KIND
BLUE
MEAN
ANGRY
SORRY
SAD
BORED
HAPPY
WEAK
SCARED
UP
SILLY
STRONG
CONFUSED
HURT
CURIOUS
UPSET
HOPEFUL
UPTIGHT
DEPRESSED
LONELY

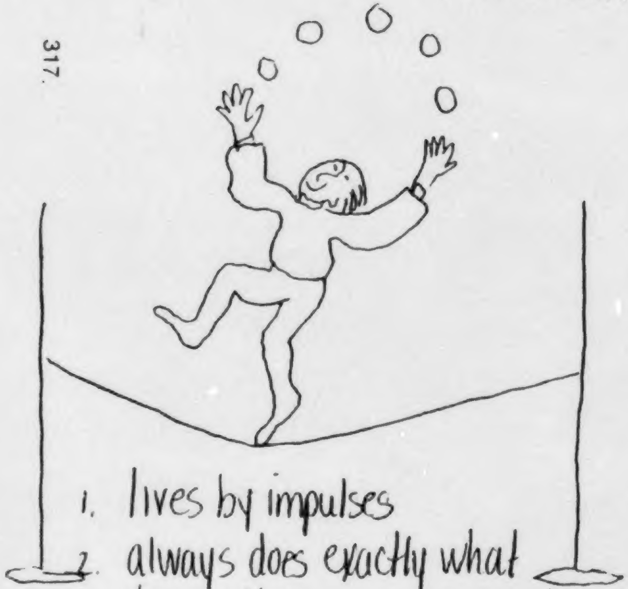
Worksheet SC3

NAME ________________

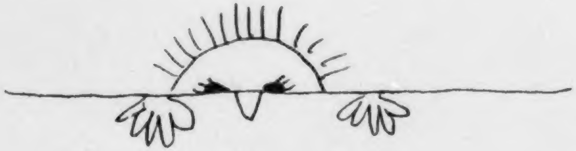
Worksheet SC4

HOW FREELY CAN YOU LIVE?


0
25
50
75
100
Mr Impulsive
(always does exactly what he wants)
Mr. Repressive
(always keeps true feelings inside)



1. lives by impulses
2. always does exactly what he want's - no matter what
3. he's point 0



1. automatically pressed down any feelings or urges
2. he hides them deep inside
3. he's point 100

Worksheet SC 5

Name ______________________________

Date ______________________________

DIRECTIONS: For each situation answer these questions:

1. Is there a problem?
2. Who or what is causing the problem?
3. Who is it a problem for?
4. How can the problem be resolved?
5. If it isn't a problem now, what could happen in the future to make it a problem?

1. The family car won't start and your mother has to take you and a friend to school.
2. The record that Jeff lent you has been stolen out of your desk.
3. Your girlfriend gets an outbreak of acne on the day of the prom.
4. Tomorrow is Parents Day at school. Your dad will be there. Your dad drinks.
5. You need an A on your math test to stay out of summer school.
6. Your sister, Jane, was caught stealing a blouse at the department store.
7. Ralph wants you to do a joint before you get on the bus.
8. All your friends are going to the dance Friday night with their boyfriends. Your boyfriend wants to go. He's as graceful as a cow.
9. Your PE teacher, Mr. Machismo, has called you a wimp because you don't want to play football.
10. Your third grade brother, Joey, is drunk when you get home from school.
11. Your brother, Peter, has an accident with the family car and asks you what he should do about it.
12. Your best friend is mad at you because you got on the gymnastics team and she didn't.
13. All the seats in the cafeteria are taken except for the one next to Kathy. Kathy never has anything good to say about anyone.
14. Florence and Gertrude are always making nasty remarks about you behind your back.
15. Your parents are splitting up.

Worksheet SC 6

Name ______________________________

Date ______________________________

SELF-CONTROL CHECKLIST

1. Describe the situation: ______________________________
____
____

2. How did the situation make you feel:

____ a. angry
____ b. happy
____ c. embarrassed
____ d. sad
____ e. guilty
____ f. jealous
____ g. frustrated
____ h. scared
____ i. confused
____ j. mean
____ k. curious
____ l. bored
____ m. upset
____ n. worried
____ o. other: what? ______

3. Was the situation stressful? ____ Yes ____ No

4. Did you feel yourself getting upset? ____ Yes ____ No

5. Did you need self-control? ____ Yes ____ No

6. When you realized that you needed self-control did you say STOP? ____ Yes ____ No

7. After you STOPPED did you TELL YOURSELF: CALM DOWN? ____ Yes ____ No

8. When you figured out what was happening, did you ASK YOURSELF if you wanted to control your behavior? ____ Yes ____ No

9. Did you want to control your behavior? ____ Yes ____ No

10. Were you able to RELAX? ____ Yes ____ No

11. Did you TELL YOURSELF to solve the problem? ____ Yes ____ No

12. Were you able to control yourself? ____ Yes ____ No

13. Are you happy with the way everything worked out? ____ Yes ____ No

14. Will you be able to control yourself the next time you are in a similar situation? ____ Yes ____ No

15. What would you do differently the next time? ____ Yes ____ No
____
____
____

Problem Solving
Worksheet PS 1

Name ______________________
Date ______________________

1. when a person has a problem he must (   ) the problem.
2. then he must decide on a good (   ) to the problem.
3. the person must look at a number of (   ) to the problem.
4. every solution to a problem will have a specific (   ).
5. the best solution to a problem is one which solves the problem to everyone's (   ).
6. once a solution is chosen a (   ) of action must be developed and (   ).
7. when a solution has been used the plan must be (   ) and improved.
8. name two reasons for problem solving:

   a.
   b.

9. problem solving is useful because it allows us to (   ) how to resolve a problem.
10. a solution is (   ) if it meets our needs and does not deny the needs of others.

Worksheet PS 2

Name ________________________

Date __________________ ______

PROBLEM SOLVING WORKSHEET

1. Identify the problem:

2. Choose a desired outcome:

3. Generate alternative solutions:

   a.

   b.

   c.

   d.

   e.

4. Identify consequences of each solution:

   a.

   b.

   c.

   d.

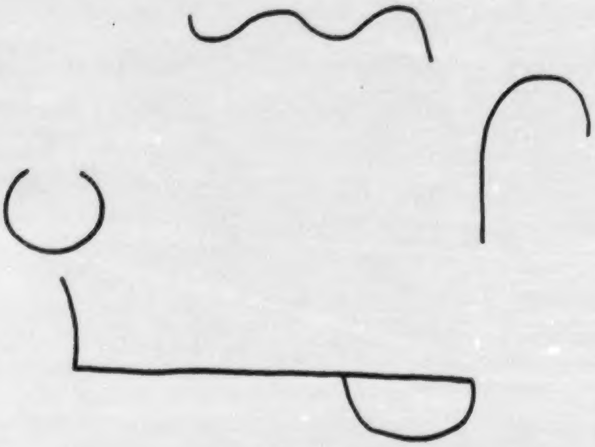
   e.

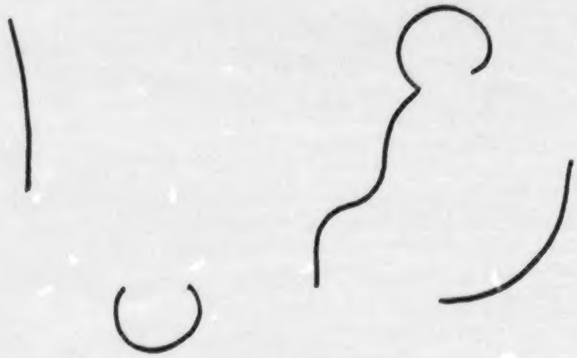
5. Choose the best solution:

6. Make a plan to implement the solution:

7. Evaluate the effectiveness of your plan and solution:

Worksheet PS4





Worksheet PS 5

Name ______________________________

Date ______________________________

Directions: Read the list of problem areas below and check two items that are or have been a problem to you. Then use one of them (circle it) to answer the questions below.

PROBLEM AREAS THAT COMPLICATE TEENS' LIFE

1. parents _____
2. acceptance of friends _____
3. clothes _____
4. drugs _____
5. loneliness _____
6. your own identity (who you are) _____
7. grades _____
8. your hair _____
9. sex _____
10. money _____
11. teachers _____
12. love _____
13. your looks _____
14. taking responsibility _____
15. temptations _____
16. smoking _____
17. brothers or sisters _____
18. religion _____
19. a job _____
20. other _____

QUESTIONS:

1. What is the problem? (Explain)

2. Whose problem is it?

3. How can this problem be solved following the steps we have discussed in the course?

4. List the desired outcome, possible solutions (alternative), their consequences, and your opinion of what the best solution would be and why.

Worksheet C1

SPEAKING AND LISTENING SKILLS CHART

	every time	most of the time	a few times	never	not necessary to use this skill in this situation
SPEAKING SKILLS choose an appropriate content					
organize statements into beginning, middle, and end					
choose an appropriate speaking voice for the situation					
used non-verbal behaviors					
LISTENING SKILLS asked questions to understand what was being said					
repeated what was said in your own words					
showing interested and understanding eye contact					
facial expressions					
saying "I see"					
nodding the head					

Worksheet C 2

Communication Skills Checklist

STUDENT ______________________________

DATE ________________________________

1. Did the student listen carefully while you spoke? Y N
2. Did the student ask questions? Y N
3. Did the student maintain eye contact? Y N
4. Was the student's inflection, loudness, speed and clarity of speaking appropriate to the topic of the conversation? Y N
5. Did the student give feedback to you indicating interest and attention in what you were saying? Y N
6. Did you understand what the student was trying to say? Y N
7. Was the content of the student's conversation relevant to the main topic of the conversation? Y N
8. Did the student organize his words and ideas coherently? Y N
9. Did the student use gestures and facial expressions to help convey his ideas? Y N
10. Did the student begin the conversation by introducing himself (if appropriate) and making pleasant small talk? Y N
11. Did the student end the conversation on a pleasant note? Y N
12. How can the student improve his communication skills:

WORKSHEET BI 1

A PLAN FOR CHANGE

Name ____

Date ____

1. Behavior To Be Changed: ____

____

____

2. New Behavior: ____

____

____

3. Model: ____

____

____

4. Reinforcement: ____

____

____

5. Charting:

Baseline	1	2	3	4	5	6	7	8	9
Time	___	___	___	___	___	___	___	___	___
Count	___	___	___	___	___	___	___	___	___

6. Evaluation: ____

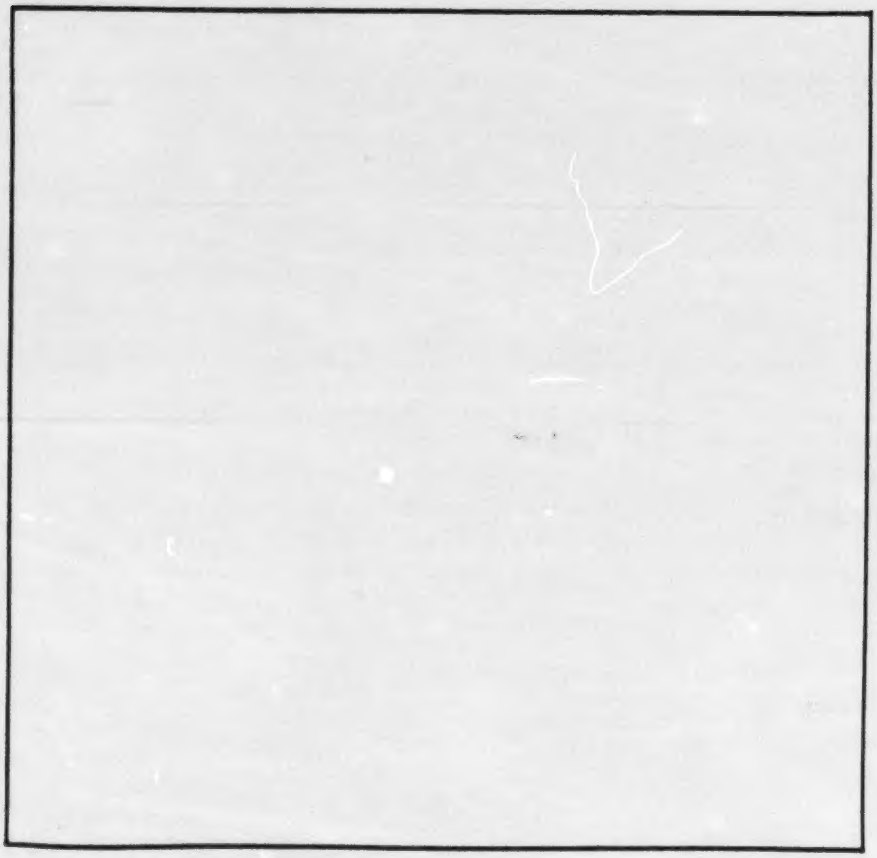
____

____

Worksheet BI 2

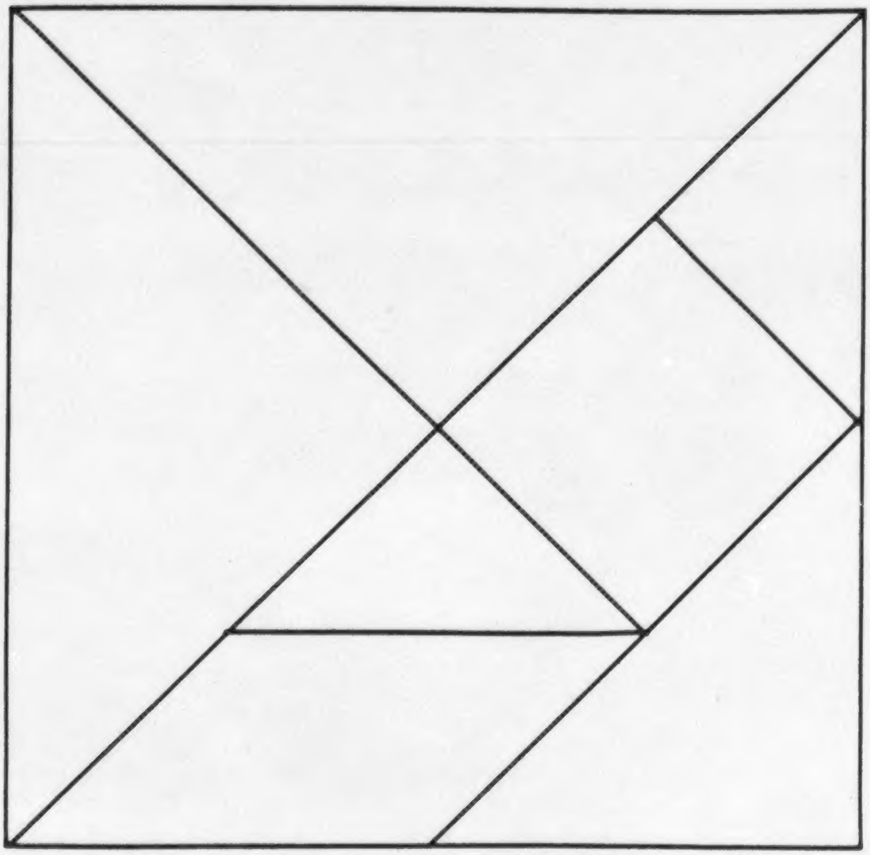
TANGRAM

SQUARE SHAPE PATTERN



TANGRAM

SQUARE SHAPE BLUEPRINT



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I. Commercial Materials Used in MARC Curriculum

A. Videotapes

1. On the Level Series

    a. A Little Help From My Friends
    b. Daddy's Little Girl
    c. What Next?
    d. Side by Side
    e. Face to Face
    f. Getting Together
    g. Surrounded
    h. Alternate Route
    i. Journey Through Stress

Produced by and available from:

Agency for Instructional Television
Box A
Bloomington, Indiana 47402

School Districts in Florida, working through their media contact person, can obtain copies of the videotapes from:

Florida Department of Education
Division of Instructional Television and Radio
Tallahassee, FL 32301

(904) 488-7101 SUNCOM 277-7101

B. Filmstrip

1. IALAC: I Am Loveable and Capable

Produced by and available from:

Argus Communications
7440 Natchez Ave.
Niles, Illinois 60648

C. Books

1. Chase, L. The Other Side of the Report Card. Santa Monica, CA: Goodyear Publishing, 1975.
2. The New Model Me High School Student Book. Lakewood City Public Schools, Lakewood, Ohio, 1973.

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FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS
BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS

Florida Department of Education Publications in Exceptional Student Education

The following is a list of publications developed by the Bureau of Education for Exceptional Students to assist local school systems in the provision of special programs for exceptional students. For additional information, please contact:

Mrs. Linds D. Schroeder, Consultant
FDLRS Clearinghouse/Information Center
Florida Department of Education
Bureau of Education fro Exceptional Students
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RESOURCE MANUALS

Laws and Rules

_____ Volume I-B: Florida Statutes and State Board of Education Rules: Excerpts for Programs for Exceptional Students, 1982.
_____ Volume I-C: Federal Laws and Regulations Pertaining to the Education of Exceptional Students P.L. 94-142, Sec. 504, and P.L. 89-313, 1982.
_____ Volume I-E: Florida Statutes and State Board of Education Rules: Florida School for the Deaf and the Blind - Florida department of Health and Rehabilitative Services, 1980.

Program Manuals

_____ Volume II-A: Visually Impaired
_____ Volume II-B: Mentally Handicapped, 1982.
_____ Volume II-C: Speech and Language Impaired, 1979.
_____ Volume II-D: Hearing Impaired: Deaf and Hard of Hearing
_____ Volume II-E: Emotionally Handicapped, 1981.
_____ Volume II-F: Specific Learning Disabilities, 1980.
_____ Volume II-G: Gifted, 1980.
_____ Volume II-H: Homebound/Hospitalized, 1980.
_____ Volume II-I: Physically Impaired, 1977.
_____ Volume II-J: Occupational and Physical Therapy, 1982.
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Topical Manuals

_____ Volume III-A: Individual Educational Programs, 1980.
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Training Manuals

_____ Volume IV-A: Training Manual for School Bus Drivers Transporting the Handicapped, 1982
_____ Volume IV-B: A Training Manual for Teachers of the Homebound/Hospitalized Student, 1980.
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_____ Volume IV-D: Educating Parents of Emotionally Handicapped Students, Part 2: an Annotated Bibliograph, 1983.
_____ Volume IV-E: Management of Eligibility and Placement Processes, 1983.

Curriculum Planning Resources

_____ Volume V-A: Curriculum Planning Resources Manual for Developmental Skills and Communication Skills: Hearing Impaired: Deaf and Hard of Hearing, 1977
_____ Volume V-B: MODELL: Music or Drama to Enhance Language Learning, 1982.
_____ Volume V-C: Affective Curriculum for Secondary Emotionally Handicapped Students, 1983.
_____ Volume V-D: Techniques of Prescision Teaching,
Part 1: Training Manual, 1983.
Part 2: Math Basic Skills Curriculum, 1983
Part 3: Reading Basic Skills Curriculum, 1983.